



**UNIVERSITY OF THE
INCARNATE WORD®**

SCHOOL *of*
REHABILITATION SCIENCES

**Doctor of Physical Therapy
STUDENT HANDBOOK**

2025 - 2026

Entry-Level

Doctor of Physical Therapy Program

DPT Student Handbook

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Part I: Overview

Welcome

Welcome to the University of the Incarnate Word (UIW) School of Rehabilitation Sciences which includes the Doctor of Occupational Therapy, the Doctor of Physical Therapy (DPT), and the Master of Science in Athletic Training programs. We are proud to have you as a student and are excited that you have decided to further your education at UIW. We are confident that you will embrace the mission of the School and its programs and develop to become leaders in healthcare and change agents in the community. We are committed to your success as you navigate and progress through the high demands of academic and clinical learning.

As you have questions, become stressed, or just need someone to speak with, please know that faculty, staff, and administrators are here to listen and help as they can. Your success is important to us. Our hope is for you to set goals and objectives for yourself to achieve optimal personal, academic, and professional growth.

Purpose of Student Handbook

This student handbook provides you with the policies and procedures specific to the School of Rehabilitation Sciences and the DPT Program. We expect you to become familiar with the content and keep it as a reference. Not all situations can be addressed within this handbook's policies. When such situations occur, students are expected to use common sense and reasonable judgment in determining how to handle a situation.

The School of Rehabilitation Sciences reserves the right to update and amend the student handbook as deemed necessary with revisions applicable to all currently enrolled students regardless of date of admission or application. The updated version can be found on the School website under the [Student Life tab](#). Students are responsible for knowing the information, policies and procedures outlined in this handbook.

Non-Discrimination Policy

The University of the Incarnate Word complies with all applicable federal and state nondiscrimination laws and does not engage in prohibited discrimination on the basis of race, color, sex, gender, sexual orientation, citizenship status, ethnicity, national origin, age, marital status, or disability, genetic information, gender identity or expression, veteran status, or pregnancy in either employment or the provision of services. As a Catholic institution of higher education sponsored by the Sisters of Charity of the Incarnate Word, the University of the Incarnate Word is, however, exempt from compliance with some provisions of certain civil rights laws, including some provisions of Title IX of the Education Amendments of 1972. The University of the Incarnate Word is exempt from the prohibition against religious discrimination of the Civil Rights Act of 1964. In accordance with 41 CFR Chapter 60-1.5, it shall not be a violation of the equal opportunity clause required by Executive Order 11246 for the University of the Incarnate Word to establish a hiring preference for applicants of the Catholic faith. The university reserves the right to exercise this hiring preference as required to maintain its Catholic identity.

University Mission Statement

The first Sisters of Charity of the Incarnate Word, three young French women motivated by the love of God and their recognition of God's presence in each person, came to San Antonio in 1869 to minister to the sick and the poor. Their spirit of Christian service is perpetuated in the University of the Incarnate Word primarily through teaching and scholarship, encompassing research and artistic expression. Inspired by Judeo-Christian values, the University aims to

educate men and women who will become concerned and enlightened citizens.

The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. It promotes life-long learning and fosters the development of the whole person. The faculty and students support one another in the search for and the communication of truth. The university is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people. The curriculum offers students an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service.

The University of the Incarnate Word is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good.

University Core Values

- EDUCATION** The University aims to educate men and women who will become concerned and enlightened citizens.
- TRUTH** The faculty and students support one another in the search for and the communication of truth.
- FAITH** The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God.
- SERVICE** The curriculum includes a global perspective and an emphasis on social justice and community service.
- INNOVATION** The University is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people.

School of Rehabilitation Sciences Vision

The School of Rehabilitation Sciences will:

- Be the embodiment of the growing regional, cultural, and ethnic diversity of our nation.
- Welcome historically marginalized persons to join the pursuit of the elimination of disparities in health and healthcare.
- Be inspired by faith and driven by a relentless pursuit of truth through civil discourse, scholarship and service.

The School of Rehabilitation Sciences faculty and staff will be partners in the pursuit of excellence in educating healthcare/rehabilitation professionals from recruitment, academic preparation, clinical support and lifelong service to their professions. The School of Rehabilitation Sciences graduates will be experts in their fields, sought out by employers, collaborators, patients and clients for their compassion, positive spirit and innovation.

School of Rehabilitation Sciences Mission

The School of Rehabilitation Sciences's mission is to develop high quality healthcare providers who are committed to maximizing individual function, achieving health and wellness, and serving the common good of society.

Department of Physical Therapy Mission Statement

The School of Rehabilitation Sciences DPT Program educates physical therapists who, through skilled, reflective, holistic, patient-centered practice, and scholarly activities, optimize movement and wellness for the common good of society.

Graduate Attributes

Primary care healthcare professionals prepared to function collaboratively in diverse global environments as knowledgeable, competent, compassionate, caring, resourceful, confident, ethical and legal healthcare providers.

Graduate Outcomes

Upon completion of all requirements of the University of the Incarnate Word School of Rehabilitation Sciences DPT program, the graduate will be prepared to:

- Practice legally and ethically in diverse global environments, distinguished by the pursuit of self-directed learning, mindfulness, compassion, effective collaboration with others, and with competence in their knowledge, reasoning, and skills.
- Develop quality physical therapy services based on the best available research, patient/client values, clinical expertise, and focused on patient/client-centered care to individuals and communities.
- Educate patients/clients, caregivers, the public, other healthcare professionals, students, third-party payers, and legislators about physical therapy services including health promotion and wellness.
- Advocate for the common good of individuals and communities, vulnerable and underserved populations, the profession of physical therapy, and other healthcare professions.
- Be active members of their professional associations.

Accreditation and Compliance

The University of the Incarnate Word is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, doctorate and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Incarnate Word. Web site: www.sacscoc.org.

The DPT Program at the University of the Incarnate Word is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax St., Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The ***Policy for Compliance with Accreditation Policies and Procedures*** defines the procedures for maintaining ongoing compliance with CAPTE criteria and standards. The DPT Program, through its policies and procedures, is committed to assuring compliance with the evaluative criteria established by CAPTE.

The DPT Program is committed to maintaining complete compliance with all accreditation criteria as prescribed by CAPTE. This includes but is not limited to timely submission of all required documents including:

- Annual Accreditation Reports (AAR)
- Self-study Reports
- Program data related to admission, graduation, and outcome measures
- Timely submission of all fees associated with CAPTE accreditation
- Timely notice of any planned or unexpected substantive program changes
- Timely notice of institutional factors which may affect the program
- Timely remediation of any situation which may result in CAPTE non-compliance

Responsibility

The DPT Program Director and the Dean or designee(s) are responsible for maintaining CAPTE compliance (UIW Faculty Handbook, Chapter 2, May 2021); The Faculty is responsible for mapping curriculum content to the CAPTE criteria, designing learning experiences to meet curricular objectives, and assessing learning outcomes. The students are encouraged to provide constructive feedback concerning learning experiences, to be actively engaged in learning experiences to be successful graduates, and to meet graduate outcomes.

CAPTE Contact Information

Mary Romanello, PT, PhD (Director, Accreditation)
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Doreen Stiskal, PT, MS, PhD (Manager, PT Programs)
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Registering a Complaint with CAPTE

The only means by which CAPTE can act on a concern is through the process of a formal complaint. The 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. Simply put, the complaint must be linked to violation of the Criteria or the Statements. The Criteria can be found in the Accreditation Handbook, available through The Commission on Accreditation in Physical Therapy Education (CAPTE) website (<https://www.capteonline.org/>), or by calling 1-800-999-2782.

If an individual wants to file a complaint against a DPT program, one must read all details on the CAPTE website at <https://www.capteonline.org/complaints> and follow the process laid out by CAPTE. For CAPTE to consider a complaint to be authentic, all avenues for redress at the institute must be exhausted with every effort. CAPTE does not function as an arbiter between the complainant and the institution. Should CAPTE determine that the 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.

Part II: The DPT Program

Technical Standards and Accommodations

Students participating in the various programs of the School of Rehabilitation Sciences are expected to be able to perform the technical standards of their respective program on a continuous basis with or without accommodation. This is to ensure the delivery of high-quality, ethical services to patients/clients. UIW wishes to ensure that access to its facilities, programs, and services are available to students with disabilities. The University provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008, and the Rehabilitation Act of 1973.

A list of technical standards is provided to candidates for admission during the interview process. This is to inform incoming and enrolled students of the performance abilities and characteristics necessary to successfully complete the curriculum requirements. Upon review of these standards, candidates for admission must sign a statement acknowledging the program's requirements and their ability to meet the technical standards.

Students who, after reviewing the technical standards determine that they require accommodations to fully engage in the program, should contact [the UIW Student Disability Services](#) to confidentially discuss their accommodations needs. Their webpage has their current contact information. This office actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through their confidential and specialized disability support. This office works with students to request accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy. UIW is committed to excellence in accessibility. If the student is granted accommodations, the faculty will then work with the student to ensure that accommodations are provided. Students are expected to request accommodations on a semester-by-semester basis and in a timely manner to reasonably implement accommodations. Accommodations cannot be granted retroactively.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to participate in our program. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. The ADA, the ADAAA and Section 504 all define disability as (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such a condition.

Decisions regarding reasonable accommodation are determined case-by-case, considering each student's disability-related needs, disability documentation and program requirements. While UIW will make every effort to work with students with disabilities to accommodate their disability-related needs, UIW is not required to provide accommodations that fundamentally alter or waive essential program requirements.

UIW actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. We are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations through the appropriate office.

Cognitive Functions

- Comprehend, retain, and retrieve complex information from the liberal arts, basic sciences, mathematics, and psychological and clinical sciences and apply this information to professional course work.
- Comprehend, synthesize, and integrate information from written materials,

demonstration, lectures, class discussions, laboratory practice sessions, and real and simulated patients.

- Apply information obtained from classroom, laboratory, and written materials to the examination, evaluation, and intervention of real and simulated patients.
- Procure evidence-based information and apply it to the practice of physical therapy.
- Critically analyze information taken from lectures, class discussion, written materials, research literature, laboratory, and patient demonstrations to develop and support the rationale for appropriate patient examinations, evaluations, and interventions.
- Demonstrate management skills including planning, organizing, supervising, and delegating.
- Participate in the process of scientific inquiry.

Communication Functions

- Establish professional, empathic relationships with individuals from a variety of backgrounds, ages, and needs, based on mutual trust.
- Utilize appropriate professional verbal, nonverbal and written communication with patients, families, colleagues, and others.
- Communicate effectively in person and in writing in English to convey information to other individuals and groups.
- Understand and interpret the verbal, non-verbal, and written communications of others and respond in an appropriate, professional manner.

Behavioral Functions

- Recognize the impact and influence of lifestyle, socioeconomic class, culture, beliefs, race, and abilities on patients and colleagues.
- Engage in respectful, non-judgmental interactions with individual from various lifestyles, cultures, beliefs, races, socioeconomic classes, and abilities.
- Develop and maintain effective, respectful working relationships with professional colleagues, peers, patients, families, and the public.
- Work effectively as part of an interdisciplinary team.
- Able to learn in various modalities and using various platforms to accomplish professional and interprofessional learning.
- Meet externally imposed deadlines and time requirements.
- Effectively and consistently manage personal stress and the stress of others.
- Effectively attend to people, information, and tasks in a complex, highly stimulating environment when at work
- Practice in a safe, ethical, and legal manner, following guidelines for standard practice as established by federal, state, and local law, the University, clinical facilities, the APTA, and related professional organizations.
- Demonstrate responsibility for self-assessment and the development of a life-long plan for professional growth and development.
- Accept responsibility for all actions, reactions, and inactions.
- Respond to medical crisis and emergencies in a calm, safe, and professional manner.
- Safely and reliably gather information and interpret physical therapy equipment and monitoring devices.
- Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/classmates.
- Demonstrate the ability to work in an environment that requires significant physical activity and mobility throughout the workday.

Problem-Based Learning

The Entry Level DPT Program uses a problem-based learning (PBL) approach. Developed by Barrows¹ and colleagues at McMaster University, ON for medical education, PBL is a rigorous, highly structured teaching methodology which places the student in a position of active responsibility for learning and mastering content. In a group of peers, the student learns new material by confronting and solving problems in the form of a clinical patient case.

Students will work in small tutorial groups (6-10 students) with a faculty member as facilitator. Rather than listening to a lecture on a given topic (teacher-centered learning), students are presented with a scenario which typically integrates previously learned information with a great deal of new content (Physical Therapy Reasoning). The group must come to a consensus about the knowledge and skills they need to acquire to manage the patient/client in the scenario.

They develop “learning issues” or topics which represent questions about the case. Individually, students then research the topics by using textbooks, review articles, peer-reviewed research, and electronic databases. A few days later, students regroup to discuss their findings and apply them to the scenario at hand. Rather than lecturing, the faculty member facilitates discussion and asks questions to ascertain that students are learning the material to the appropriate breadth and depth required of an entry level physical therapist. Carefully crafted scenarios are the “anchors” around which other content is taught. The curriculum includes extensive laboratory experiences (Patient/Client Management and Foundational Sciences) and a Professional Topics class which complements and reinforces content learned in PBL sessions.

Barrows and colleague demonstrated that PBL effectively helps students to develop scientific thinking about patients' problems and to acquire both foundational science and clinical information in a manner that ensures retention and transfer [of learning] to the real-life task of the clinician.¹ Recent studies indicate that graduates of problem-based health care educational programs perform as well on board exams and exhibit secure clinical learning and reasoning skills to the betterment of their patients.

Since the acquisition of new material revolves around a patient case, students constantly learn and apply information in the context of solving a patient problem. For example, students might be required to answer the following questions posed by the tutor: based on the pathophysiology of his disease process, what precautions would be important when treating this patient? How would you handle the patient's emotional affect to accomplish your treatment? How might the patient's medications influence the outcome of today's intervention? What tests and measures might be appropriate for the patient given their status?

Through the PBL process, students are learning how to ask questions and to research the answers. Students become skillful at database searching, critiquing journal articles, and synthesizing information from various sources. Since group members are dependent on each other for enriching discussion and subsequent learning, each student must participate in PBL sessions, whether by volunteering information, asking questions, seeking clarification, confirming the thoughts of a peer, or relating information to the patient case. Inherent in the PBL process, students learn how to function as individual members of a team, conferring for the greater good (learning the material/treating the patient).

Students also have a chance to evaluate their classmates' participation skills (preparation, clinical reasoning, quality of learning resources, team skills, respective listening) and themselves, in written and oral formats. This teaches critical reflection and the skills of providing/receiving constructive criticism.

¹Barrows HS, Tamblyn RM. Problem-based learning: an approach to medical education. New York: Springer Publishing Company; 1980: xii.

Student Year Description

The student year classification for the purpose of the DPT Program is as follows:

- A year one (1) student physical therapist (SPT) = enrolled in semesters 1-2
- A year two (2) student physical therapist (SPT) = enrolled in semesters 3-5
- A year three (3) student physical therapist (SPT) = enrolled in semesters 6-7

Curriculum Description

The curriculum is delivered over two and a half (2 1/2) academic years or seven (7) contiguous semesters and includes 104 credit hours with 34 weeks of professional practice. The curriculum consists of five (5) main courses threaded throughout the first six semesters – Professional Reflection, Physical Therapy Reasoning, Patient/Client Management, Foundational Sciences and Professional Topics. Professional Practice Education (PPE) opportunities are integrated throughout the curriculum (See curriculum table below). Starting with the Class of 2024, the Capstone series in the curriculum has progressed to an Interprofessional Education and Collaborative Practice (IPE/CP)/Integrated Clinical Education Course and two elective courses.

Professional Practice Education

Students will participate in 34 weeks of clinical experiences. A variety of opportunities will be provided to the students in Texas as well as throughout the United States. The Director of Professional Practice Education will work closely with the students in the selection process for the clinical experiences. Students' preferences and needs are considered. The 1st professional practice experience is a 10-week full-time experience in the 6th semester. The 2nd professional practice experience is a 12-week one in the first half of the 7th semester. The 3rd professional practice experience is a 12-week experience that occurs during the second half of the 7th semester and provides an area of clinical experience need and/or special interest.

Community Engagement

Students and faculty will be expected to engage in service-learning opportunities in the community. Some of the curricular learning objectives will be met through participation in community engagement opportunities that may occur outside of scheduled class time. Written reflection and small/large group discussion of the experiences will help all gain a deeper understanding of the mission of the University and School while allowing for personal and professional growth.

Classroom Recording

All classrooms, laboratories and breakout rooms have non-functioning video cameras that were previously used for programmatic assessment, assessment of student learning, and observation of classroom processes. That technology is now obsolete.

Classroom activities during regular scheduled classes may be observed at any time by authorized UIW faculty or staff and guests. If a class is to be video recorded using current technology, the recording will always be scheduled or announced ahead of time. Notification of recording will be in course syllabi or emailed to the class list prior to the recording date. Enrollment in the School of Rehabilitation Sciences constitutes an agreement to be videotaped for educational or assessment purposes. Click here for more information on [UIW's Teleconferencing, Recording and Privacy Policy](#). Should a student desire to record classroom activities, they must receive permission in advance from the faculty member for that class.

Curriculum Structure	
Year 1	
<i>Fall Semester 1 (17 cr)</i>	<i>Spring Semester 2 (18 cr)</i>
DPT 5511 Physical Therapy Reasoning 1 (5 cr) DPT 5312 Patient/Client Management 1 (3 cr) DPT 5313 Foundational Sciences 1 (3 cr) DPT 5514 Professional Topics 1 (5 cr)	DPT 5521 Physical Therapy Reasoning 2 (5 cr) DPT 5322 Patient/Client Management 2 (3 cr) DPT 5323 Foundational Sciences 2 (3 cr) DPT 5524 Professional Topics 2 (5 cr) DPT 5126 Intro. Interprofessional Education (1 cr)
DPT 5115 Critical Self-Professional Reflection 1 (1 cr)	
Year 2	
<i>Summer Semester 3 (17 cr)</i>	<i>Fall Semester 4 (17 cr)</i>
DPT 6511 Physical Therapy Reasoning 3 (5 cr) DPT 6312 Patient/Client Management 3 (3 cr) DPT 6313 Foundational Sciences 3 (3 cr) DPT 6514 Professional Topics 3 (5 cr) DPT 6119 Interprofessional Education and Collaborative Practice (IPE/CP)/Integrated Clinical Education Course (1 cr)	DPT 6521 Physical Therapy Reasoning 4 (5 cr) DPT 6322 Patient/Client Management 4 (3 cr) DPT 6323 Foundational Sciences 4 (3 cr) DPT 6524 Professional Topics 4 (5 cr) DPT 6117 DPT Elective 1 (1 cr)
DPT 6115 Professional Critical Self-Reflection 2 (1 cr)	
Year 2 continued	Year 3
<i>Spring Semester 5 (17 cr)</i>	<i>Summer Semester 6 (12 cr)</i>
DPT 7511 Physical Therapy Reasoning 5 (5 cr) DPT 7312 Patient/Client Management 5 (3 cr) DPT 7313 Foundational Sciences 5 (3 cr)* DPT 7514 Professional Topics 5 (5 cr) DPT 7117 DPT Elective 2 (1 cr)	DPT 7518 Professional Practice Education 1 (5 cr)
DPT 7115 Professional Critical Self-Reflection 3 (1 cr)	
Year 3 continued	
<i>Fall Semester 7 (6 cr)</i>	
DPT 8618 Professional Practice Education 3 (6 cr) DPT 7628 Professional Practice Education 2 (6 cr)	

Academic Calendar

The final School of Rehabilitation Sciences (SRS) Academic Calendar will be available to students, staff and faculty during the summer before the fall semester. See the Registrar website for the [UIW Academic Calendar](#). The SRS Academic Calendar agrees philosophically with a PBL curriculum and is closely aligned with the UIW Academic Calendar. Before beginning the program, students enrolled in the DPT program will participate in orientation, usually lasting 3-5 days.

Students are encouraged to use free time around classes for open lab, self/group study, community engagement, advisor meetings, and other activities that will forward their progress and success in their academic program. Open times could be used for guest speakers, seminars rescheduling classes that were cancelled secondary to holidays or other conflicts or programming.

School of Rehabilitation Sciences Recognized Abbreviations

PBL	Problem Based Learning
PPE	Professional Practice Education
DPPE	Director of Professional Practice Education
SCCE	Site Coordinator of Clinical Education
CI	Clinical Instructor
OSCE	Objective Structure Clinical Exam (comprehensive practical exam)
CPI	Clinical Performance Instrument
SRS	School of Rehabilitation Sciences
SPT	Student Physical Therapist

Part III: Program Personnel

Faculty and Staff Directory

The current directory can be found at on the [UIW SoRS website faculty and staff page](#).

Role of the Faculty Advisor

Upon matriculation into the Doctor of Physical Therapy program, each student will be assigned a faculty advisor. The student is expected to meet with their faculty advisor periodically throughout the course of study. The student should meet with the faculty advisor 1-2 times during each semester with clarity provided in the Professional Critical Self-Reflection course during the time the student is in the program. While a student is on a Professional Practice Education experience, contact with the advisor may take place in person or by electronic means. In addition, the faculty advisor serves as the instructor of record for each academic year's reflection course for their assigned advisees.

The faculty advisor is available to discuss various matters of concern, both academic and non-academic, and may provide the student with additional resources. The faculty advisor also serves as the student advocate in academic progress and/or disciplinary matters. Should the faculty advisor be unable to fulfill this role due to a conflict of interest or for other reasons, the student will be assigned a temporary advisor.

Faculty and Staff Office Hours

Individual faculty hours are posted in their course syllabi as well as communicated in Canvas. All faculty members are also available by appointment for in-person or virtual meetings. Staff are generally available during normal work hours (8:00 am – 5:00 pm Monday through Friday) and by appointment except for University holidays.

Part IV: Academic Integrity and Professional Behaviors

APTA Code of Ethics and Core Values

The American Physical Therapy Association (APTA) has adopted a *Code of Ethics* for all physical therapists to abide by. Students are expected to learn and practice in an ethical manner. See the APTA resources for the [eight \(8\) ethical principles](#) of the physical therapist and [nine \(9\) core values](#) of the physical therapist/physical therapy assistant.

The APTA is the professional organization for physical therapists in the United States. There are many resources and benefits to being a member both as a student and professional. As a student you may attend the state and national conferences and student conclave all at discounted rates.

As a UIW DPT student, you will be a student member of the APTA. You are highly encouraged to participate in state chapter and national activities. Please see [the APTA website](#) and speak with your advisor for more information.

Academic Integrity and Professional Behaviors

The School of Rehabilitation Sciences (SRS) provides policies related to academic integrity and professional behaviors designed to prepare students for entering a licensed healthcare profession. These policies align with the University's and School's missions and professional codes of ethics. Patients and clients place a high level of trust in healthcare providers and as such, students are expected to demonstrate integrity, personal accountability and unquestionable ethical behavior.

Fitness to Practice (FTP) Policy and Procedures

As part of meeting the program objectives set forth in the School of Rehabilitation Sciences Handbook, students are expected to conduct themselves in an ethical, responsible, and professional manner. This conduct is regularly evaluated through the Fitness to Practice (FTP) policy as an element of students' academic performance. The purpose of the FTP review process is to regularly monitor students' professional and personal development to ensure students demonstrate appropriate progress towards developing the necessary behaviors, attitudes, and professional competencies to practice as a physical therapist.

Student progress is routinely monitored and discussed during faculty meetings and in consultation with their advisor, other faculty, and staff members. At the onset of their academic program, students are directed to review these standards and seek clarification when needed.

To successfully progress through and complete the program and be endorsed for any relevant certifications or licensure, students must demonstrate academic performance meeting or exceeding SRS standards in all settings, including classes, advising sessions, PPE sites, and all verbal and written communication, including:

- Academic standards
- Professional behavior standards (see below)
- Codes of ethics of professional associations in physical therapy and all related national and state licensure and certification boards.
- All standards, rules, and guidelines in the general UIW Student Handbook, UIW SRS Student Handbook, and UIW SRS PPE Handbook; including, but not limited to drug and alcohol use, criminal behavior, mental and physical health concerns, and interpersonal misconduct.

The FTP Evaluation Process:

Students' FTP competence is evaluated using the criteria described on the *Professional Behaviors Fitness to Practice Evaluation-Long Form* and documented with the *Professional Behaviors Fitness to Practice Evaluation-Short Form* and possibly with the *Long Form* as well. These forms are found in the appendices. All students will be reviewed by their Year Team with faculty input using the criteria by the end of semesters two and five, and as necessary throughout the program. Admission to the program does not guarantee fitness to remain in the program. In addition, an FTP review may be initiated on any student at any time if a faculty member, staff, course instructor, advisor, or clinical instructor (CI) believes the student has displayed behavior which suggests the student does not possess sufficient competency in one or more FTP criteria.

Faculty should refer the matter to the DPT Program Director or Dean/Associate Dean/Assistant Dean at any time for:

- a. Students who engage in illegal or unethical behaviors,
- b. Students who present a threat to the wellbeing of self or others, or
- c. Students do not cooperate or make sufficient progress as outlined below.

Faculty members, staff, part-time/adjunct instructors, advisors, and CI's may evaluate any student according to these standards. Students will have the opportunity to participate and respond at each step of the FTP process.

Performance on the FTP standards will be rated on a scale of 0 (does not meet the criteria or is perceived as being a serious concern), 1 (needs improvement), 2 (meets expectations in this area), 3 (is perceived as being a strength) as described in the *Long Form*. A rating of 2 or higher on all FTP standards will indicate competence. The *FTP Evaluation* then will be shared with the student and a copy placed in the student's file.

Initiating an abbreviated FTP Review Process.

A rating of 1 on any of the FTP standards will initiate the following procedure:

The student and the student's advisor will be contacted by the DPT Program Director and/or Assistant Dean of Academic Success and Student Affairs to schedule a meeting to review the *FTP Evaluation Short Form* and corresponding section of the *Long Form*. If the student's advisor is unavailable, the meeting may be held with just the student and the person (other faculty, staff, CI, etc.) initiating the FTP process. The student has three business days to respond to the request for a meeting. If the student does *not* respond by the close of business on the third business day, the matter will proceed as a **full** FTP remediation process, below.

At the meeting, the person initiating the process will review the *FTP Evaluation Short Form* and corresponding section of the *Long Form* and counsel the student on ways to strengthen that area. The reviewer will document on the *Next Steps* page (included as part of the *Long Form* document) that the student was counseled, and all parties will sign. All original documentation will be given to the Assistant Dean and copies will be given to the student.

Initiating a full FTP Review Process:

A rating of 0 on any of the FTP standards, **OR** a repeated rating of 1 in a given standard, will initiate the following procedure:

1. The student and the student's advisor will be contacted to schedule a meeting to review the *FTP Evaluation Short Form* and corresponding section of the *Long Form*. The meeting will be held with the person (other faculty, staff, CI, etc.) initiating the FTP process. The student has three business days to respond to the request for a meeting. If the student does *not* respond by the close of business on the third business day, the

matter will proceed to step 3 below.

2. At the meeting, the person initiating the process will review the *FTP Evaluation Short Form* and corresponding section of the *Long Form* with the student and discuss a remediation plan, in collaboration with the advisor. The reviewer will document on the *Next Steps* page (included as part of the *Long Form* document) what was discussed in the meeting and what steps are to follow. Within five business days after the meeting, the faculty/staff who initiated the process will provide a final copy of the remediation plan (incorporating any changes agreed upon at the meeting) to the student and student's advisor for review and signature. The student will have an additional three business days to review, sign, and return the remediation plan. Failure of the student to sign and/or return the remediation plan by the close of business on the fifth business day will not delay the process and may be considered during the fitness to practice process. The remediation plan may include but is not limited to:
 - a. Specific competency(ies) from the *FTP Evaluation Long Form* which require(s) remediation,
 - b. Specific recommendations to achieve remediation,
 - c. Specific requirements to demonstrate remediation efforts have been successful, and
 - d. A specific deadline for subsequent monitoring to evaluate progress.

Depending on the severity of the concerns, the faculty/staff member may recommend that the student receive a negative professional behavior citation. Receipt of such automatically results in the student being placed on non-academic probation.

Both the student and issuing faculty may retain copies of the signed *FTP Evaluation Short Form*, corresponding section of the *Long Form*, *Next Steps*, and remediation plan and copies will be placed in the student's record. At any time during the remediation process, the issuing faculty member may refer the student to the Dean or designee for an administrative hearing (informal resolution) or recommend that the student meet with the Professional Conduct Committee.

3. The matter will be referred to the Dean or designee or the Professional Conduct Committee if:
 - a. The FTP process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or violated the UIW Student Code of Conduct or the UIW Student Handbook,
 - b. A student fails to respond to the issuing faculty's request to schedule a meeting to review the *FTP Evaluation*,
 - c. A student fails to show reasonable progress in the remediation plan, or
 - d. A student receives more than one *FTP Evaluation* rated 0, or more than two scores of 1 in a given standard, during his or her Program of Study.

Professional Behaviors

It is expected that all students demonstrate behaviors consistent with those of a healthcare professional. This is demonstrated by:

- **Critical Thinking** - The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
- **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

- **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
- **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
- **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
- **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
- **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
- **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for self, patient/clients and their families, members of the health care team and in work/life scenarios.
- **Commitment to Learning** – The ability to self-assess, self-correct and self-direct learning to identify needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

All UIW DPT students will be expected to:

- Demonstrate safe performance of activities, sensitivity to individuals, appreciation for alternate points of view, respectful communication, concern for self, cooperation with others and acceptance of personal and corporate responsibility for coursework.
- Show respect for facilities and equipment in the School of Rehabilitation Sciences and in the clinical education setting.
- Present self in an appropriate personal appearance in classrooms, laboratories and Clinical Education settings and at public meetings where their identity as physical therapy students is apparent. Please refer to the [Appearance Code](#) for details.
- Strive to incorporate the University values of service to others, importance of family life, the inalienable worth of each individual and the appreciation of cultural and ethnic diversity into their professional efforts. The course environment should promote tolerance, mutual adjustment and open communication to further the professional development of all individuals.

Professional behaviors are evaluated by self-assessment, peer review, instructor evaluation, fitness to practice evaluation and class participation. Written peer comments and instructor observation of student performance provide the basis for counseling on professional behavior. It is expected that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for remediation will be developed and implemented, as necessary.

Professional Behavior Citation Process

For behavior that goes above and beyond general expectations and demonstrates excellence in living out the university's mission, the student may receive a positive professional

behavior citation placed in the student's file.

For serious or repeated professional misconduct, students may receive a negative professional behavior citation which results in a non-academic probationary event. While on probation, a student is allowed to continue enrollment but is no longer in good standing. Three (3) non-academic probationary events will result in the student being dismissed from the program.

Except in cases of egregious behavior, students receiving a negative behavior citation should have previously received communication from a faculty or staff member of the concerning behavior allowing the student to correct the behavior and allow the student to understand the serious concern.

If the faculty or staff member believes a student should receive a negative behavior citation, then they should bring the concern to the DPT Program director or designee if he/she is not available. The DPT Program Director with the faculty/staff member and the Assistant Dean of Academic Success and Student Affairs (or their designee) collectively will determine if the behavior warrants a negative professional behavior citation. If it is determined that the student will be issued the citation, then the DPT Program Director and/or faculty member who brought forth the concern will write up the citation and request a meeting with the student and their academic advisor where the citation will be explained to the student. At that time, the student will receive the written citation and an explanation of expected behavior. At the end of the student receiving the citation, they will be asked to sign which attests that the citation/probationary letter was explained in detail and the student understands the implications of continued un-desirable behavior.

Academic Integrity

The SRS recognizes its duty to prepare students to be knowledgeable in their disciplines and educate them to possess a moral and ethical character deserving of public trust. With this responsibility in mind, students are advised that academic misconduct will be dealt with swiftly and fairly in accordance with this policy.

The SRS is strongly committed to the nurturing of academic excellence. The SRS expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at the SRS.

Forms of Academic Dishonesty

The following is a list of common forms of academic dishonesty. This is not an exclusive list and the ultimate decision of whether an action or inaction constitutes academic dishonesty will be determined at the sole discretion of the SRS Dean.

- Cheating – Fraudulent or deceitful work on tests, examinations, or other class or laboratory work.
- Plagiarism - Appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. It is the students' responsibility to ensure that they fully understand what **plagiarism** is and how they can avoid it [and here is a UIW resource](#) that may be helpful.
- Counterfeit Work – Including turning in as one's own, work which was created, researched, or produced by someone else or an artificial intelligence software program.
- Falsification of Academic Records – Knowingly and improperly changing grades or other

information on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.

- Unauthorized Reuse of Work – The turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- Theft – Unauthorized use or circulation of tests or answer sheets prepared for a given course and not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion – unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – Intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Questions used for exams are not released to students. Copying, memorizing, accessing and/or storing questions from exams of the current or previous academic years constitute academic misconduct plagiarism and/or cheating.

Violations of the Academic Integrity and Professional Behaviors Policies

Any member of the UIW community, including students, may bring a complaint against any student for alleged violations of the Academic Integrity and Professional Behaviors policies by contacting the Assistant Dean for Academic Success and Student Affairs.

Students who fail to comply with the Academic Integrity and Professional Behaviors Policies may be subject to disciplinary action utilizing the procedures outlined below.

Step 1: The Assistant Dean for Academic Success and Student Affairs will review the complaint and notify the applicable Program Director. The Program Director or Assistant Dean for Academic Success and Student Affairs may request to meet with the individual making the complaint to gather relevant information or additional detail. Then, the Program Director or Assistant Dean for Academic Success and Student Affairs will meet with the individual alleged to have violated the policy to review the complaint. If the Program Director or Assistant Dean for Academic Success and Student Affairs determines there is no basis for the allegation, no further action will be taken, and the complaint will be dismissed. If there is a basis for the allegation, the Program Director and Assistant Dean for Academic Success and Student Affairs will collaborate to recommend appropriate sanctions that they deem appropriate in their discretion. If the student(s) under investigation accepts the recommended sanctions, then the decision will be final with no subsequent proceedings. This is known as an informal investigation.

Step 2: If the complaint cannot be disposed of in a manner mutually acceptable to all parties through Step 1 or, if in the discretion of the Assistant Dean for Academic Success and Student Affairs, and after consultation with the applicable Program Director, the complaint will be referred to the Professional Conduct Committee (PCC), a body made up of 1 faculty member from each program housed within the School of Rehabilitation Sciences and chaired by the Associate Dean for Academic Affairs, or his or her designee. In the event a complaint is referred to the PCC, the Assistant Dean for Academic Success and Student Affairs will contact the student within five (5) business days advising of the referral, the applicable policies and procedures, and to coordinate scheduling.

- a. The PCC, on receipt of the referral, will review and gather information necessary to evaluate the merits of the complaint. The student will have the opportunity to provide a written statement to the PCC, and the PCC may request information from other individuals or the person that made the initial complaint.

- b. Once the PCC has gathered and reviewed the appropriate information, a meeting will be scheduled between the PCC and the student to answer questions, at which time the student may also elect to make a statement.
- c. Following the meeting, the PCC will deliberate and issue a decision within five (5) business days on whether the student violated policy. The student will not be present during the deliberations. The PCC will notify the student, the applicable Program Director, and the Assistant Dean for Academic Success and Student Affairs, of its decision.
- d. In the event the PCC finds a policy violation, the PCC will also issue sanctions at the time the notice described above is provided to the student. The PCC may uphold the original sanctions recommended in Step 1, if any, or may recommend a new set of sanctions.
- e. The decision of the PCC is final unless the student believes that the procedure was not conducted in accordance with this policy. A student may not appeal the PCC's decision because of its finding or recommended sanctions.

Step 3: If the student believes that the procedure was not conducted in accordance with this policy, the student may appeal to the Dean of the School of Rehabilitation Sciences.

- a. The Dean will review all information related to the student's complaint that the procedure was not conducted in accordance with this policy. If the Dean decides the policy was followed, the decision of the PCC will be upheld.
- b. If the Dean determines the policy was not followed, he or she will review the full complaint file, and may request to speak with the student or other applicable person(s) involved in the underlying complaint.
- c. The Dean will then make a determination as to the merit of the complaint and may, in his or her sole discretion, uphold the decision of the PCC, or overrule the decision of the PCC, and may uphold previously issued sanctions, impose new sanctions, or dismiss the case.
- d. The decision of the Dean is final and there is no option to appeal further.

In egregious situations where a student or patient is at risk, or put at risk, in the sole discretion of the Assistant Dean of Academic Success and Student Affairs, the SRS may deviate from the above referenced procedure and escalate the matter to Step 2 or Step 3, where appropriate. In this instance, the Assistant Dean for Academic Success and Student Affairs will notify the student in writing of the escalation and advise of the path forward for resolving the complaint. Moreover, students may be suspended, dismissed or refused readmission if circumstances of a legal, moral, health or safety nature are considered to justify such action.

Part V: Academic Policies

Attendance

A. Student Attendance Intent and Expectations

- DPT students are expected to participate in the DPT program curriculum.
- The UIW DPT program prepares students to be members of the Physical Therapy profession. As professionals in training, student success is attained collectively with peers and through shared accountability. To know and be known requires one to be fully engaged in class and group work.
- Teamwork is an essential component among the health professions. Both attendance and participation are required to facilitate a culture of collaboration and teamwork. Negative patient outcomes can occur when a provider has unplanned absences from the practice setting.
- Diversity is essential for excellence in DPT education. Diversity facilitates different perspectives and enhances decision making but can only do so when people with diverse backgrounds have contact with one another.
- In-person attendance and engagement is expected for all class and required activities. For these activities, similar to attending scheduled clinic experiences, it is the DPT students' professional responsibility to participate. Illness and physical injury may occur as a student in the program, and the policy below allows them to miss one week of class without grade reduction.
- If a student is absent, it is the student's responsibility to meet with a classmate to obtain materials and information that is missed. Students are encouraged to connect with faculty for clarity on content missed.

B. Attendance and Grade Reduction for Excessive Absences

The literature is clear: engaged class in-person attendance and participation are correlated with academic success. Also, as described above, a professional expectation of a physical therapist is engaged participation as a member of a team. For these reasons, the UIW DPT program requires regular class in-person attendance. (Note: all references to attendance in the Absence Policy refers to in-person attendance.)

The UIW DPT Program maintains the following per semester grade reduction policy for students registered for on-campus in-person coursework. [For the Professional Practice Education (PPE) attendance policy, see the PPE manual]:

- Regardless of the reason, students are allowed one absence from their scheduled class that meets synchronously once a week, and two absences from their scheduled class that meets synchronously twice a week. There will be no course grade reduction for these absences, however, a makeup option may not exist for in-class graded activities.
- Regardless of the reason, each additional absence will result in a 3% reduction in the student's final course grade with a maximum of 10% reduction.
- To receive credit for completion of a course, a student must attend at least 75% of the scheduled class sessions. Absences that exceed 25% of a scheduled class sessions will result in assignment of an F for the course and an administrative withdrawal (see section E).
- Each course syllabus will clearly state the attendance policy and specifically state the number of absences that will result in a grade reduction.
- The DPT Program Director and/or course instructor may authorize a student to be absent from class for a programmatic reason [a rare case that would be planned in advance] without it counting as an absence.

C. Virtual Attendance:

Attending virtually for a planned in-person class is classified as an absence. Faculty do not want to withhold students from obtaining information from a classroom session, and may allow students to connect to class virtually. However, approval from the faculty instructor of record for an individual course must be obtained prior to the virtual attendance of an in-person class. The reason for approval prior to class is that due to the class structure or sensitive nature of the discussion, attending virtually may be a disruption to the learning environment. If a student is approved to attend virtually, they need to clarify with the instructor on the preferred way to virtually attend. To allow enough time for approval consideration, the student's request should be submitted to the faculty instructor of record as early as possible. Without approval prior to class, the student may receive a professional behavior citation.

D. Tardies

Two tardies will count as one absence. Students who leave class early or for a quarter or more of the allotted class time and return may be counted as tardy.

E. Excessive Absences Resulting in Withdrawal

There may be situations where a student may need to miss an extended period and request a Leave of Absence. Students are encouraged to see the Leave of Absence section of the handbook and speak with the Assistant Dean of Academic Success and Student Affairs.

If a student misses greater than 25% of their course's scheduled class sessions without an approved leave of absence, the student will be administratively withdrawn as a student in the DPT program as they have met the grounds for dismissal. No refund will be issued for a withdrawal related to this policy. A student withdrawn for excessive absences will be required to meet with the Assistant Dean of Academic Success and Student Affairs and/or the DPT Program Director.

Appearance Code

School Appearance Code

During normal operating hours of the SRS and Clinic, students must present themselves in a neat, clean, and well-groomed manner as a healthcare professional and in the clinic. Footwear is mandatory and flip-flops are not acceptable in the classroom or laboratory. Students are expected to use good judgment in selecting their attire for class. Jewelry should be conservative, and heavy perfumes and/or aftershaves should be avoided. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered, or removed. Nails will be kept short to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Please refer to Laboratory and Professional Practice dress codes for specific lab and clinic requirements. University-issued ID must always be worn and be visible above the waist. The ID also serves as the student's key to enter the building.

Students are expected to be in professional attire at all times when in the SRS. This means changing clothes, if necessary, after lab courses. It is the student's responsibility to look at course schedules and be prepared for proper dress.

Appropriate attire includes scrubs, slacks or capris (no denim or shorter than mid-calf or leggings), dress or skirts (no shorter than 2 inches above the knee) and either a collared or professional style shirt (tie optional) with appropriate coverage. Shorts are appropriate for PCM, but not for other classes unless there are special circumstances. For Professional Topics class on Wednesdays, students should wear professional attire (no scrubs, shorts, denim).

The School does allow for Casual Fridays related to the dress code. Students in PCM lab should still wear appropriate lab attire. Otherwise, students, faculty and staff may dress casually within the following parameters. Jeans can be worn but should not be faded, ripped, overly tight or with frayed hems. Tops should still be professional in nature. Collared shirts are allowed. T-shirts are not allowed unless in PCM lab. Exceptions to Casual Fridays may occur in the event of special guests or an activity that requires more professional attire.

Hairstyles should be clean and well kept. Facial hair must be clean and well-trimmed. Hats are prohibited in all classrooms.

This list is not exhaustive and it is impossible to continually update with every change in contemporary fashion. Therefore, if in doubt, err on the conservative side. Students who are in violation of the dress code will be sent home and an unexcused absence will be given.

Laboratory Dress Code

Students must wear loose fitting shorts and t-shirts which may be worn over sports bras, full coverage bras or swimsuit top in Patient/Client Management Class/Lab. Clothing with suggestive and inappropriate logos and slogans are not allowed in lab. Students may leave the lab to go to their lockers or to the restroom in lab attire, but due to the unprofessional nature of the lab attire, specific locations in the facility will be off limits. Students must have appropriate attire for each class. Failure to have lab attire for labs may result in the student being dismissed and not allowed to return to class until properly attired in lab clothing.

Students with active, communicable skin diseases such as athlete's foot should let their classmates and professor know so that precautions may be taken (for example, gloves can be donned before contact). If pregnant or injured, the student should communicate appropriately.

Professional Practice Education (PPE) Dress Code

Students should wear professional dress (as stated for SRS) unless otherwise instructed by the facility. Students may be required to purchase specific items of clothing to meet a clinical site's requirements and any items will be the financial responsibility of the student. It is a legal requirement that each student wear a name badge at all times during a PPE experience. If a facility requires a facility-specific badge, the student may wear that name badge instead of the UIW name badge for that PPE. Name badges are to be seen above the waist at all time.

Special Event Attire

The school may host special events that require a more formal attire than what is daily expected. Such events may include, but are not limited to, professionalism ceremony, awards ceremony, and similar events. For these types of events, *special event attire* may be requested which would consist of shirt and tie (jacket optional) or nice dress or skirt/ slacks with nice blouse. Students are expected to dress in a respectful manner especially for events taking place in a religious setting.

Illness and Injury

Should a student experience a short-term illness or injury that could potentially prevent the student from performing required assignments and/or assessments as regularly scheduled and in the prescribed manner as all other students, the student is expected to contact the Instructor of Record to determine an appropriate course of action. The Instructor of Record will meet with other year team faculty members and/or the Program Director to determine available options for the student.

Options include, but are not limited to, the following:

1. Reschedule assignment or assessment to a later date within the same semester;
2. Develop temporary accommodations to allow the student to proceed without delay. Student must still be able to demonstrate competency in assignment or assessment. Any agreed upon accommodations would be considered temporary and for the duration of the short-term illness or injury;
3. Assign a grade of I (incomplete) and make arrangements for the student to complete

course requirements during the next semester. This may delay the student's graduation date.

The student may be required to provide documentation related to the illness or injury. Students experiencing a lengthier illness or injury may be counseled to take a leave of absence from the program, to meet with the Office of Student Disability Services for consideration of long-term accommodations, or to consider withdrawal from the program.

Should an injury occur while the student is engaged in class or lab activities, an [Accident/Incident Report Form](#) should be completed by the student or by the instructor in whose class the incident occurred. A copy of this report will be kept in the student's records.

Use of Electronic Devices

Appropriate conduct in every teaching environment in the School of Rehabilitation Sciences promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach or student learning is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom.

Examples include but are not limited to ringing phones, text messaging, watching videos, playing computer games, emailing, instant messaging, or activities on your computer unrelated to learning. Students who participate in disruptive behaviors will be asked to leave the classroom. Follow these simple regulations to avoid the inappropriate use of technology in the classroom:

- All phones must be turned off or set to vibrate mode while in class
 - If there is a critical health or family-related call, please inform the instructor prior to start of class. Please sit in the last row of class to avoid disturbing your classmates.
- Laptop computers, iPads, etc., are to be used for learning.
- If electronic devices are improperly used, a verbal warning will be issued first, followed by a request from the instructor for the student to leave the class.

Course Load

The DPT program has an average unit load for a full-time student between 14-19 credit hours per semester (Fall, Spring and Summer). For most courses, one (1) credit hour reflects one (1) hour of class time except for Patient/Client Management and Foundational Science with two (2) hours of class time per credit hour. For Professional Practice Education, one (1) credit hour reflects two (2) full time weeks (80 hours) of practice.

Course Numbers

The 1st digit of the course number indicates the class level of the course; 5000-8000 for the entry-level DPT program. The 2nd digit of the course indicates the number of credit hours. Credits are allocated as follows: 1 credit per hour of seminars/tutorials, per 2 hours of laboratory, and per 80 hours of clinical education or professional practice education. In the entry-level program, the 4th digit indicates the course theme number:

- Physical Therapy Reasoning - 1
- Patient/Client Management - 2
- Foundational Sciences - 3
- Professional Topics - 4
- Professional Critical Self Reflection – 5

- IPE/Community Clinic – 6
- DPT Electives - 7
- Professional Practice Education - 8
- Capstone - 9

Elective Coursework

Students who wish to register for an elective course not part of the DPT course curriculum offered during the same time as a course in the professional curriculum must discuss and obtain permission from the Instructor of Record of the course offered in the professional curriculum and complete an Override/Exception Form before registering for the elective course.

Auditing

Admitted students may register for lecture courses as auditors. No credit is awarded for audited courses. If a student desires credit, they must repeat the course and pay the regular tuition. An auditor may have access to course material and attend scheduled classes but does not submit papers or take examinations. Auditors may participate in class discussion only upon invitation of the instructor. Audited courses are not applicable towards a degree. A course that has been audited is not part of the official academic record of the University. The following regulations apply to auditing:

- Students are not allowed to audit tutorials, labs, practical exams, PPE, and similar courses.
- Students seeking to audit a course must obtain written approval from the instructor.
- Auditors pay full tuition for limited enrollment, private instruction, and studio courses, and will be charged 50% of regular tuition for all other courses. Auditors pay all course fees.
- Full-time students at UIW may audit one course (3 credit hours) per term free, with the exception of courses specified above. Additional audit courses are charged as described above.

Assessment Policy

Assessment of student learning is an integral part of the educational experience at the UIW School of Rehabilitation Sciences. Assessments of all kinds will be reflective of the behavioral objectives established for each course and provide faculty and students timely feedback on levels of mastery. Assessments in each course will reflect the breadth of learning styles as possible but ultimately prepare graduates to pass the National Physical Therapy Examination (NPTE) and practice in a safe and effective manner. As a general guideline, greater than 40% of assessment results should be administered and reported prior to the designated last day to withdraw from a course.

Assessments include but are not limited to:

- Written Examinations
- Practical Examinations
- Quizzes
- Projects
- Homework
- Class participation

Scoring criteria for each assessment will be made available to students in the course

syllabus or on Canvas in sufficient time for students to perform self-assessment.

Written Examinations

The primary purpose of written exams is to assess the student's comprehension, integration and application of the course material to the practice of physical therapy in a format similar to the NPTE where appropriate. Assessments increase in level of complexity as the student progresses through the program, culminating in integration, interpretation and synthesis of all prior coursework. At a minimum, written examinations will be conducted at the midpoint in the semester and during the final examination week. The weight of these examinations is determined by the Instructor of Record for each course.

All written exams will be administered under the following protocol:

- Students should arrive 10 minutes prior to the exam start time to ensure that devices are in working order.
- Students should ONLY bring the following items into the exam room: computer, charger, 2 writing utensils, tissues, a beverage in a closed container, ear plugs (some will be available if the student does not have their own), a blanket (if necessary).
- Students should refrain from bringing any personal belongings into the exam room.
- NO smart watches or hats allowed inside the testing room.
- Only 3 students at a time will be allowed to leave the examination room. If the student needs to step out, they are to leave their laptop at the podium. If a student sees 3 laptops at the podium, they have to wait until someone returns before getting up from their seat to reduce distractions. Forming a bathroom line in the testing room is not allowed.
- Students should refrain from eating snacks during the exam in the room. If you need to eat a snack, feel free to set your computer at the podium and step out, but be mindful that your peers may be waiting for you to return so they can take a short break.
- Entrance into the tutorial rooms to retrieve a snack will not be permitted, leave it in a place of easy access that is outside of your tutorial room before the start of the test (you can leave it in the atrium as a faculty member monitors it.). If you would prefer to keep your food with you, please make sure it's in some container/bag that won't create a noise when transported in/out of the exam room. _
- In semesters 1-3, students will have 90 seconds to complete each exam item. This time may be reduced slightly in semesters 4 and 5 to best prepare for the NPTE. Faculty will communicate any changes during the appropriate semester.
- Students will agree to the academic integrity statement on ExamSoft, prior to beginning the exam. Accessing notes, textbooks, phones, or other devices during the exam - is_ considered a violation of the academic integrity policy.

Final Examinations

Students must demonstrate mastery of didactic content by scoring a minimum of 70% on the Final Written Cumulative Exam in each thread in order to progress in the curriculum. Students have two (2) attempts to take/be successful on a final exam in each thread (unless they have exhausted the maximum allowable failed attempts). After semester one, students can fail a maximum of four (4) final thread exams total over the course of the curriculum. Failure on a 5th final exam would result in program dismissal (failed attempts are not accumulated until semester two). Students requiring more than one (1) attempt in multiple threads in one semester will be placed on academic probation. The original exam grade stands regardless of the score on subsequent exam. If a student would fail the course based

on the overall course grade, they may choose not to retake the exam. Exam retakes occur after grades have been released to all students and before the appeals process takes place.

Objective Structured Comprehensive Exam (OSCE) / Practical Exam

Students will be required to complete and pass the OSCE in each semester with at least a score of 75%. Details of the OSCE are in the syllabus and Canvas details of the applicable course(s). Regardless of which OSCE attempt, failure to perform the OSCE in a safe manner will result in the student being unable to receive higher than a 74% for their overall OSCE score.

First Attempt Failure.

- Should a student score less than 75% on an OSCE/practical examination, he/she will be required to meet with a faculty member to receive feedback on their first attempt and take a make-up practical examination with the instructor of record or another qualified faculty member.
- The student will need to complete the entire OSCE on the retake.
- Two faculty members will grade the second attempt*.

Second Attempt Failure.

- Should the student score below 75% on the second attempt, the instructor of record may assign structured remedial work (academic and/or clinical), prior to the third attempt.
- The student will need to complete the entire OSCE on the retake.
- Three faculty members will grade the third attempt.
- The student will be placed on academic probation for the following semester (regardless of the semester).
- **Semester One:** If needed, students in the first semester will be given additional attempts at passing the OSCE with remediation without failing the PCM course. Any attempts beyond the 3rd attempt in semester one will have 3 faculty graders*.
 - ****Regardless of the number of times it takes a student to pass the OSCE in semester one, the number of OSCE failures contributing to the cumulative total that leads to dismissal is "1". This is only for semester one.**
- **Semesters Two – Five:** students scoring less than 75% on a third attempt in the same semester will be given an unsatisfactory grade in the PCM course and will be dismissed from the program.

* All faculty graders will score the student's attempt individually. The final score for the 2nd and 3rd attempts will be the average of the scores of all graders on those respective attempts.

Recurrent Unsuccessful Attempts in OSCE / Practical Exam.

- After a total of four (4) unsuccessful OSCE attempts overall (cumulative over the course of the program), the student will be dismissed from the program.*
- If placed on academic probation because of unsuccessful OSCE attempts, the student must meet requirements to be removed from academic probation which may include:
 1. Complete an Action Plan as defined by the student's faculty advisor
 2. Meet regularly with the Peer Tutors as defined by the student's faculty advisor
 3. Progress Report from Peer Tutor
 4. Write a reflection and submit to the faculty advisor on the reasons for probation and how to avoid it
 5. Achieve a GPA > or = 2.75 for the semester

**If dismissed from the program, the student may appeal the dismissal to the DPT Academic Progress Committee.*

Professional Practice Education Evaluation

If a student is found to not fully meet the minimal expectations of the PPE experience upon a thorough review of the CPI, communication between the PPE office and the CI/SCCE/Student as applicable, etc., the Director of PPE, in consultation with at least the DPT Program Director and the Assistant Dean for Academic Success and Student Affairs, may either place the student on probation or issue an unsatisfactory grade. The decision to be placed on probation and receive a satisfactory grade versus being issued an unsatisfactory grade depends on the severity of not meeting the expectations. The student's overall academic record will also be considered. If a student is issued an unsatisfactory grade which results in dismissal, he/she may appeal according to the appeal policy. If a student is provided the opportunity to re-take the PPE course, the student is only allowed 1 re-attempt. At no point in the PPE sequence is a student allowed the opportunity to have more than 1 re-take for all combined PPE experiences

A Professional Practice course may be repeated at a different clinical institution only with the permission of the Director of Professional Practice Experience. Permission will be granted only if the experience is judged equivalent in both breadth and depth to the initial course.

Practice Board Exam

During the last fall semester of the entry-level DPT program, students are required to take and obtain a score equivalent to or greater than the "on track to pass" score on the Federation of State Boards of Physical Therapy (FSBPT) *Academic* PEAT exam <http://www.FSBPT.org>

The "on track to pass" score is determined by the FSBPT for the academic version of the PEAT Exam. Failure to achieve the required score will result in a grade of incomplete "IP" in the DPT 7115 Professional Critical Self Reflection III course until such time the student demonstrates the ability to meet that score. A structured remediation plan will be developed by the student in consultation with their faculty advisor to facilitate student success. Students unable to complete the remediation plan or to achieve a satisfactory grade within 12 months of DPT 7115 completion will be dismissed from the program.

Grade Appeals

Students can appeal examination questions and answers. Appeals will be taken in written format for a 48-hour period after grades have been posted or the student work returned. The appeal should include the question, the intended corrected answer, and justification of the thought process and/or copy of reference (with source) for choosing an alternate answer. Appeals should be written to justify why the alternate answer was the BEST choice, not to argue that the alternate answer was plausible as many answer options may be plausible. An appeal may be accepted or rejected by the Instructor of Record. If accepted, the student's examination grade will be adjusted upwards to reflect appropriate credit. If the appeal is rejected the student's examination grade will not be affected. Students should refer to the academic dishonesty policy when writing appeals.

Students may appeal other performance assessments including final practical examinations (OSCE) in the event of a failed attempt only. Appeals for independent review of unsuccessful OSCE attempts must be made in writing and submitted to the Examiner within 24 hours of grades posting. Scored reviews will be averaged and the original grade may be adjusted either upwards or downwards.

Part VI: Progression, Withdrawal and Dismissal

Grading System and Grade Point Average

The *grade point average (GPA)* is determined by dividing the number of grade points earned by the number of semester hours attempted. The cumulative grade point average used is based on the total grade points earned at the University of the Incarnate Word. A course may count toward the degree only if the course grade is at least a "C."

Once grades are recorded, grades other than IP cannot be changed, except in the case of instructor error. In no case may a grade other than IP be changed without the permission of the SRS Dean. Additional work performed by a student may not be used to raise a grade recorded by the Registrar. If course work has not been completed within one year, the IP grade will be turned to a grade of F. Grades are presumed to be correct when entered on the student's record. Any question regarding the accuracy of these grades must be raised within one calendar year. Grades are not subject to challenge after one year and will not be changed.

To calculate the GPA, points are assigned to semester hour course grades as follows:

Superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations	A	90 – 100	4.0
Average grasp of the subject matter of the course and ability to apply principles with intelligence - a <i>noteworthy level of performance</i>	B+	87-89	3.3
	B	80 – 86	3.0
Below average grasp of the essentials of the course. Depending on the expectations of the academic program, students who earn the grade of "C" may receive an academic warning or need to repeat the course.	C+	77-79	2.3
	C	70 – 76	2.0
Failure to master the minimum essentials of the course – unsatisfactory achievement and student cannot progress in the program. Results in Academic Dismissal	F	< 70	0.0
Satisfactory / Unsatisfactory – if satisfactory, the course will count toward graduation, but not considered in computing the GPA.	SA / UN		
Student who withdraws from courses before the "Final Date for Withdrawing with a W"	W		
The student's achievement in the course has been satisfactory, but certain prescribed work is incomplete, or the student was unable to take the final examination.	IP		
No report (used only at midterm)	NR		
Course audited not for credit	AU		

Dean's List

Full-time students who have completed a semester with a GPA of 3.75 or higher, and with no grades of "I", or "X" are placed on the Dean's List for that semester in the SRS. Full-time students with a grade of "SA" (Satisfactory) in a given semester qualify for the Dean's List if a 3.75 grade- point average is earned in the graded courses. Students who receive only "SA" grades in a given semester are not eligible for the Dean's List. Students qualifying for the Dean's List designation will receive a letter of acknowledgement for their scholastic achievement from the Dean.

Requirements for Graduation

A student enrolled in the DPT Program must meet the following criteria to graduate from the program:

1. Complete all required courses with a satisfactory grade;
2. Have a cumulative GPA of 2.75 or higher without unresolved failing grades or probationary status;
3. Fulfill all didactic and professional practice education requirements;
4. Receive recommendation from the faculty regarding readiness to morally and professionally practice physical therapy.

Academic or Non-Academic Probation

Academic Probation refers to a level of academic standing between good standing and dismissal from the program. While on probation, a student is allowed to continue enrollment, but is no longer in good standing and is in jeopardy of being dismissed from the program. Probation serves as a serious warning that academic performance needs improvement. Students on Academic Probation must submit an action plan addressing concerns impacting the academic performance and outlining a plan for achieving academic success to be approved by the faculty advisor. While on Academic Probation, a student will be dismissed from the program at the end of the semester if the semester GPA is below a 2.75 or for failure to meet any additional terms of removal from academic probation as outlined in the notification of probation letter. Students meeting the requirements for dismissal may submit an appeal to the Academic Progress Committee as described in this handbook.

Non-academic probation refers to a level of professional behavior causing serious concerns after serious or repeated infraction to the professional code of conduct. While on Non-Academic Probation, a student will be dismissed from the program at the end of the semester for failure to meet any additional terms of removal from non-academic probation as outlined in the notification of the non-academic probation letter. Students meeting the requirements for dismissal may submit an appeal to the Academic Progress Committee as described in this handbook.

Students cannot be on academic probation for two consecutive semesters, nor can they be on non-academic probation for two consecutive semesters. However, academic and non-academic probation are independent of each other. For example, if a student is on academic probation in semester two and exhibits behavior that places themselves on non-academic probation going into semester three, they are not up for dismissal for being on distinct types of probation for two consecutive semesters.

Scholastic Standing: Probation and Dismissal Clarity

A cumulative GPA of 2.75 is required to attend professional practice education (PPE) and for graduation.

A student will be considered on academic probation if

1. The student fails to earn a semester grade-point average of at least 2.75; or
2. The student has two (2) failed OSCE attempts in a semester, or
3. The student requires more than one attempt on multiple threads on final exams; or
4. The student fails to meet the minimal expectations of the PPE experience to an extent not warranting dismissal.

A student will be considered on non-academic probation if

The student is sanctioned by the program faculty for a serious or repeated incident of unprofessional behavior.

A student will be dismissed from the program if

1. The student fails to earn a semester grade-point average of at least 2.0; or
2. The student receives an F or UN grade in any required or elective course of the curriculum (including professional practice education); or
3. The student has four (4) failed OSCE attempts over the course of the program or is recommended for dismissal following three (3) failed OSCE attempts in a single semester*; or
4. The student fails a total of five (5) final exams over the course of the program after semester one, or fails to pass any written exam by the second attempt; or
5. The student receives three (3) non-academic probationary sanctions due to unprofessional behavior (less than three may result in dismissal depending on the seriousness of the incident(s); or
6. The student misses greater than 25% of a scheduled course without an approved leave of absence; or
7. The student fails to come off academic or non-academic probation from the current semester.

* Semester One: If needed, students in the first semester will be given additional attempts (beyond 3) at passing the OSCE with remediation without failing the PCM course. Regardless of the number of times it takes a student to pass the OSCE in semester one, the number of OSCE failures contributing to the cumulative total that leads to dismissal is "1". This is only for semester one.

Appeal of Dismissal

A student who meets the criteria for academic dismissal but who wishes to be considered for a return to the program may appeal the dismissal decision before the Academic Progress Committee if they feel there are extenuating circumstances that should be taken into consideration and if they are able to demonstrate the likelihood of success in future semesters. An extenuating circumstance should be something unforeseen and something the student had no way of controlling during the semester. If the student fails to provide evidence of such circumstances, the Academic Progress Committee will be compelled to uphold the dismissal. Students considered to have violated the academic integrity and professional behavior standards for the school are subject to the grievance procedure found within the Academic Integrity and Professional Behaviors policy.

Step 1: As soon as it is determined that a student has met the criteria for an academic dismissal, the Assistant Dean for Academic Success and Student Affairs and the applicable Program Director arrange to meet with the student within one (1) business day. The student will be informed verbally and in writing of the circumstances leading to the dismissal and informed of the appeal policy. The student will be given one additional business day to provide verbal

confirmation of whether he or she will be seeking an appeal of the dismissal. The student must provide their written appeal within two (2) weeks of the initial dismissal notification. If the student wishes to provide additional documentation, it must be provided at the same time as the written appeal. The appeal must be provided electronically to the Assistant Dean for Academic Success and Student Affairs. If a student fails to meet the deadline for appeal submission, they will forfeit the right to appeal.

Step 2: Once a student submits his or her appeal, the Academic Progress Committee (APC) will convene at a time agreeable to all parties but no later than two months following the end of the semester in which the student was dismissed. The APC is comprised of four (4) full-time faculty members and the Program Director for the student's respective program. In cases where a department may not have four (4) faculty members in addition to the Program Director, the department may invite one (1) or more faculty members from another department within the SRS to sit on the committee to reach the desired number of committee members. The Program Director will chair the committee and will vote only in the case of a tie. The Assistant Dean for Academic Success and Student Affairs will attend the hearing for procedural matters only and will not vote on the appeal.

- a. The student will appear before the APC to make a statement and answer questions. The student will not be present during committee deliberations.
- b. The APC may request that additional individuals appear before the committee to provide additional information or to answer questions. Such individuals will not be present during committee deliberations.
- c. Following a review of the information provided, the committee will review all information provided and determine if the student's appeal should be granted based on the criteria above.
- d. The Assistant Dean for Academic Success and Student Affairs will notify the student of the committee's decision at the conclusion of the hearing.
- e. The APC may recommend 1) repetition of the course when next offered with or without suspension, 2) repetition of the semester or year with or without suspension, or 3) dismissal.
- f. Students granted readmission will automatically be placed on academic probation during their return semester.

Step 3: If the student believes the appeal hearing was not conducted in accordance with policy, they may appeal to the Dean of the School of Rehabilitation Sciences.

- a. The Dean will review all information related to the case and will render a decision.
- b. The Dean may uphold the decision of the APC or may overturn it.
- c. The decision of the Dean will be final with no further appeal.

If a student's appeal is granted, the student will be required to register for the repeated course in the semester that it is normally offered. In most cases, this means the student's completion of the program will be delayed by one full year. Absence away from the program during this time is considered suspension. A suspension means the student will not have access to facilities and cannot participate in UIW or SRS activities. The repeated course and the grade earned will be entered on the student's record in the term in which the repeated course was completed. The credit and grade points for the higher grade earned (one grade only) will be used to calculate the student's GPA. As with all other course work attempted, the original course entry and grade ("F," or "UN") remain on the student's permanent record and will appear on any transcript issued. Similarly, courses with marks of "AU" or "W" also remain permanently on the student's record. Students may be required to repeat or audit a full semester of courses

or show proficiency for those courses in which they earned a satisfactory grade before reentering the program. Any additional grade of “F” a student earns will result in removal from the program with no opportunity for appeal.

Dismissal

In cases of dismissal from the program, a student will be required to return their ID, keys and equipment. Additionally, the student will be directed to the Business Office and the Office of Financial Assistance to discuss any outstanding bills and/or loan repayment.

Suspension

A mandated suspension will be imposed on the student if they are granted permission to return to the program after the successful appeal of a decision of dismissal. While the student is suspended, they are prohibited from accessing the building without permission and from participating in any SRS activities and events.

Leave of Absence

Students must be continuously enrolled with the UIW SRS program during the academic year (Fall, Spring and Summer). If a situation warrants it, a student may request a Leave of Absence from the SRS Assistant Dean of Academic Success and Student Affairs to keep the student’s file active. Except for an approved Leave of Absence, failure to maintain continuous enrollment will immediately result in a student being declared inactive, which may lead to termination from the program. Students who become inactive or are terminated from the program must apply for readmission to the DPT Program. Official transcripts of all coursework completed while absent from the University must be submitted before re-admission. An approved Leave of Absence cannot extend beyond one year and may require proficiency testing. Students who take a Leave of Absence for medical reasons may be required to provide documentation from an appropriate medical professional indicating the student’s ability to return to the program.

Withdrawal

Students who find it necessary to leave the University during a semester must complete the formal withdrawal process. Students who complete a semester and then are not able to return for the following semester must complete the withdrawal process only if they have already registered for the next semester. A student’s withdrawal from the UIW School of Rehabilitation Sciences will be considered as occurring on the day the student turns in the withdrawal form to the School of Rehabilitation Sciences. Forms are available online or in the office of the Dean of the School of Rehabilitation Sciences and must be approved by the Dean. The student must obtain the Dean’s signature before the withdrawal will be considered official. Students who withdraw from courses before the final date for withdrawing with a W (see semester schedule) shall receive a grade of W. Students who withdraw after this date will receive a W and grade as determined at the time of withdrawal.

Those who fail to follow the proper withdrawal procedure will receive an F in all courses. As in the case of adding or dropping courses, informal notice to an instructor does not cancel registration or the student’s financial obligation to the Business Office. Information on refunds for students who withdraw is provided on UIW Business Office website. Students will be required to return keys and equipment prior to withdrawing from the program. The student will be referred to the Business Office and to the Office of Financial Assistance to discuss any outstanding bills and/or loan payment or deferral options.

Part VII: Student Rights and Responsibilities

Immunizations

All students are responsible for providing official proof of current immunizations to include **meningitis, hepatitis B**, and any other childhood immunizations and/or titers as listed below:

- *Meningitis Vaccination* - All students under the age of 22 are required to have a record of the [Meningitis vaccination on file](#) with the UIW Student Health office. The process to submit [your meningitis vaccination](#) can be found on the UIW Health Services webpage. The UIW Student Health Office will block from registration any student that does not provide proof of the meningitis vaccination if it is required.
- *Hepatitis B* series and/or titer (If you obtain the titer, a booster or additional series may be required if immunity is not achieved).
- Tdap (or qualified waiver-current within the last 2 years) – Please note that the Td alone does not meet the requirements. This is NOT the same as the DTaP.
- Two (2) *MMR* shots (only 1, if born before 1957)
- [Two Step TB Test](#) which is a TB baseline skin test administered and reviewed followed by a second TB retest within 1-3 weeks after initial reading. A negative chest radiograph is required for positive test results. TB skin test or clinical assessment by healthcare provider will have to be completed on an annual basis.
- *Varicella Zoster* (2), titer or history of (chicken pox) disease as medically documented by a licensed health care provider (vaccine will be required if immunity not achieved): official documentation must be provided in any case.
- Current year *flu vaccine* is required annually
- Negative drug screen for proof of health clearance may be required prior to each PPE. (Larger health systems may want the student to complete the drug test at their facility.)
- UIW does not mandate COVID vaccinations, however, most clinical/professional practice sites require students to obtain them. It is highly likely the student will not be able to perform the accreditation required inpatient experience without obtaining the COVID vaccination. A UIW DPT student cannot graduate without meeting the accreditation standard of performing an inpatient experience. The student bears the responsibility of any delay in graduation caused by the student not meeting the requirements of a clinical/professional practice site.

Basic Life Support for Healthcare Providers Training

Basic Life Support (BLS) for Healthcare Providers certification will be offered to students within the first year of the program. Students will then have to provide a copy of their certification card. Students with expired BLS certification will not be allowed in the clinic as a primary student lead for patient care.

Professional Liability Coverage

Professional liability coverage will be included under the UIW Liability Insurance policy. The DPPE will provide a copy of the professional liability insurance policy via EXXAT. The student is expected to immediately report any incident that may be considered a concern under the policy to the DPPE.

Potential Health Risks to Students

Healthcare education requires hands-on learning and safety. This is facilitated by laboratory exercises and practical examinations in which students perform and undergo simulated patient examination procedures and patient care skills. Students are expected to conduct themselves in a safe, respectful manner and to comply with the UIW policies on health risks to include immunizations, emergencies, and health and wellness. Students should practice universal precautions including regular handwashing. Students should also practice personal hygiene and wear clean clothing to help prevent the spread of infection. The student is expected to communicate any concerns with the course instructor prior to class. See UIW Health Services Clinic for further information about health services.

Students may also be exposed to potentially dangerous equipment commonly found in healthcare settings including sharp instruments, ambulatory aids, and cleaning agents. Students are required to follow posted lab rules as well as the instructions of faculty when handling and storing these items. If a student is unsure of how to handle equipment or chemicals, it is the student's responsibility to ask questions of the instructor. In the absence of specifically written rules, the student is expected to use sound judgment when handling equipment or hazardous materials. Students should inform the instructor when they observe unsafe practices.

Criminal Background Checks and Drug Testing

All entry-level DPT students will be required to complete an acceptable criminal background check as a condition of enrollment. Updated criminal background checks may be required for a professional practice experience. The Professional Practice Education office will notify the student if an updated background check is needed. Program enrollment and professional practice educational placement are contingent upon completion and receipt of an acceptable criminal background investigation.

Acceptable student backgrounds for experiential education participation will be determined by the DPT Program Director or Dean in consultation with the Director of Professional Practice Education. The investigational screenings will include, but may not be limited to, the following for every state and county of residence: criminal record, alias name, warrants, protection orders, residential history, social security number, abuse registry, sex offender registry, Office of the Inspector General (OIG) cumulative sanction report.

Some health care facilities require students to submit to and pass a drug test prior to participation in experiential activities at the facility. Students who do not complete or do not pass a drug test as required by these facilities will not be allowed to participate in experiential education activities at the facility, and may face sanctions, including possible dismissal from the program.

In addition, at any time during the student's time in the program, a student may be subject to mandatory drug testing if there is sufficient evidence to suggest the student may be under the influence of illegal/illicit substances. The student will be required to submit to a drug screening test at a laboratory chosen by the School of Rehabilitation Sciences. Students who fail a drug screening test must pass a follow-up drug screening test to continue in the program. Upon a second unsuccessful drug screening test at any point during the student's enrollment, the student will be dismissed from the Doctor of Physical Therapy program. Refusal to submit to a test, or any other violation of the UIW substance abuse policy, will have disciplinary consequences up to and including dismissal. The student shall bear the financial cost associated with drug screen testing.

Confidential counseling for alcohol and other drug abuse issues is available to students and employees through Counseling and Health Services. Other referral resources may include

assessment, individual counseling, referral, and case management through community agencies, sometimes for a fee.

Course Evaluation

Part of learning to become a healthcare professional includes the ability to provide feedback in a timely and respectable manner. A course evaluation is a tool used by UIW to provide feedback on selected courses. Students are expected to provide feedback regarding their courses so that faculty can consider improvements to the course. Feedback should be provided in a manner that is respectful and constructive.

Oral and Written Communications

All students in the UIW DPT program are expected to demonstrate a satisfactory command of English in oral and written work with accommodations if necessary. Candidates may be required to take special courses in writing as a condition of their continuance in graduate studies.

Professional graduate students are expected to develop and subsequently demonstrate effective communication skills. Hallmarks of effective writing at the graduate level include being organized, concise, error-free, and to always properly cite and reference any resource used. A DPT student will be creating a variety of written products each semester, which may include any or all of the following:

- Patient documentation
- Literature reviews
- Evidence-based papers
- Reflection papers
- Presentations

In addition to the quality of the content, the student will be evaluated on the quality of writing. All written work should be free of spelling, grammatical errors, and slang.

- Always use spell-check – but do not rely on it completely. Always proof-read your documents.
- Refer to *Physical Therapy Professional Foundations: Keys to Success in School and Career* by Curtis, K, (pages 78, 146, and 147) for common grammatical errors to avoid.
- Another reference would be *Williams Style: Toward Clarity and Grace* by JM: The University of Chicago Press 1995.

Students are expected to meet the following expectations for any writing assignments (other than patient related documentation and short answer type questions on an exam) during DPT coursework.

- Papers should have an introductory paragraph and a conclusion paragraph.
- There should be an introductory sentence for each paragraph and transition sentences between paragraphs.
- All resources should be cited and referenced.
- The UIW DPT program expects the student to follow the format of the American Medical Association (AMA).
 - *AMA Manual of Style: A Guide for Authors and Editors*. 10th ed. New York: Oxford Press; 2007.

- An abbreviated guide to following AMA style in electronic format will be provided during first semester course work to reference, but the student may choose to purchase the AMA book or seek other electronic resources.
- Use headings and subheadings to organize papers. See AMA or guide for information on headings and subheadings.

All papers and assignments should:

- Have a separate title page to include: Name, Date, Course #, Title of Assignment, and Professor. (See example below.)
- Be double spaced, in Arial 11 point font
- Have numbered pages (title page not numbered), page 1 is the first page of text
- Have a separate reference page in AMA format
- Meet the page requirements set by the instructor of record. Title page and reference page are not to be included in the total number of pages of the paper.

All work should be peer reviewed prior to submission or presentation. Peer critique is an excellent tool to improve writing skills and is a standard practice in scientific writing. Initially, faculty is forgiving of errors as you develop your writing skills. However, once corrected, the expectation is to incorporate the new knowledge into future writing. Additional assistance is available in the Writing and Learning Center located on the main UIW campus. More information on the [Writing and Learning Center](#), including how to schedule an appointment can be found on their website.

Example of title page:

Melinda White, SPT
Title of Case Report

DPT5511 Physical Therapy Reasoning I

M. Walk, PT, DPT, OCS, FAAOMPT

September 13, 2024

Building and Classroom/Lab Access

Students have access to the SRS building via ID card swipe from 6am-11pm, 7 days a week. While inside the building, students can access any unlocked spaces that are currently unreserved for academic or special activities. Laboratory spaces are similarly available via a combination keypad. The SRS also houses the Master of Science in Athletic Training program and the Doctor of Occupational Therapy program so some spaces may not be available based on class schedules. Generally, access to the building is extended during exam weeks.

Use and Maintenance of Equipment

All students, faculty and staff are required to properly use and maintain equipment in the seminar hall, laboratories, lounge, and other spaces within the School. The SRS staff performs regular checks of equipment to include mechanical and electrical equipment. Each person is responsible, however, to report any equipment that needs repair to the Dean's office as soon as possible to avoid injury. Throughout the building there are QR codes that link to a 365 Form to report any equipment needs or issue. Please use this to report an issue and let an instructor know if it is during class/regular hours. If equipment needs repair, a sign will be placed on the

equipment that denotes “out of order – do not use” for the safety of all concerned. Electrical equipment will be inspected yearly by a licensed professional.

Off-Campus Trips

Students may be required to participate in off-campus trips into the community as part of their learning experiences at UIW SRS. The students are responsible for their own transportation. There may be occasions where the SRS uses UIW campus buses to transport students. In this case, students will be notified in advance.

Professional Conference Attendance

Students are encouraged to attend physical therapy conferences early in their professional development. The Department of Physical Therapy has some funds that are available to assist students. Funding is limited and thus students will be expected to cover some or most of the expenses. The student is expected to meet with the Program Director and be approved in advance to receive assistance. Generally, assistance will be approved for those who have been invited to present research findings at a professional conference. The student is expected to participate fully in the professional development event. Students attending one day of a multi-day conference will not receive university /school funding unless approved in advance by the DPT Program Director and/or the Dean. Reimbursement is usually for a local or regional conference but may include a national conference. Students are also required to abide by any travel regulations including submitting pre-authorization for travel and turning in any required receipts or paperwork. Some expenses will not be reimbursed, such as the purchase of alcohol. Students receiving funding assistance are encouraged to share rooms and carpool if possible. Participation in continuing education workshops or courses or business meetings such as TPTA Central District Meeting will not be supported. The stipend is meant to be an incentive to recognize the value of professional participation and not intended to cover all costs associated with attendance.

Student Employment

Enrollment in the School of Rehabilitation Sciences is a full-time responsibility, and employment during the academic year is not recommended. For students who do choose to be employed while enrolled in the program, academic activities and requirements must always take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the physical therapy educational program does require occasional evening and/or Saturday classes.

Employment within a Physical Therapy Department

Students who seek regular employment in physical therapy departments and clinics as physical therapy aides must be aware of the legal ramifications. A physical therapy student working as a physical therapy aide:

- Is acting as an independent agent, not as a representative of The University of the Incarnate Word School of Rehabilitation Sciences and therefore cannot wear a UIW name tag while on the job.
- Is not covered by UIW liability policy.
- Cannot sign physical therapy notes.
- Is not acting in an official capacity as a physical therapy student, but rather as a physical therapy aide who is supervised by a licensed physical therapist.
- May provide service only to the extent allowed by state statutes, rules, and regulations.

For further information on the legal definition and permissible roles for a “physical therapy aide” in Texas, refer to [The Executive Council of Physical Therapy and Occupational Therapy Examiners](#).

- [Rules and Regulations to the Physical Therapy Practice Act](#)

Complaint Procedures

Addressing Program Complaints

Addressing program complaints excludes complaints for which there is an established University or School policy or procedure, such as grades appeals, academic dismissal appeals, or allegations of racial, sexual or gender harassment. These matters are covered in the Physical Therapy Student Handbook, or through the University of the Incarnate Word.

An individual who has a concern/complaint following an experience/encounter with any student, faculty or staff member is welcome to communicate their complaint to the DPT Program Director. If resolution to the complaint is not satisfactory or is with the Program Director, then the complaint may be communicated to the Dean. Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally and/or formally.

If the complainant chooses, the complaint or concern can be communicated informally by contacting the party(s) involved (e.g. Faculty member, Program Director, Director of Professional Practice Education, student) to discuss the issue. In this case, there is no documentation of the complaint.

If the complainant prefers, a formally written complaint can be filed. There are two options.

1. Report an incident through the UIW Reporting system. See the [Student Advocacy and Accountability Page](#) and more specifically, the [UIW Professional School Incident Report](#).
2. A student may also file a formal complaint with the Dean. The written complaint shall be filed with the Dean within ten (10) working days of the experience or encounter.

Complaints should be addressed to:

The University of the Incarnate Word

*Attention: Dean
4301 Broadway, CPO 412
San Antonio, TX 78209*

Such a complaint must be communicated in writing and be signed and dated. The complaint should state with specificity the facts giving rise to the complaint, and the relief sought. The person filing the complaint should sign it. Upon receipt of the complaint, the Dean shall evaluate the merits of the complaint and identify a course of action. The Dean will address the issue with the involved party within ten (10) working days of receipt of the letter and will seek resolution of the issue. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to the other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The resolution action will be communicated to all parties in writing. A letter summarizing the Dean’s action shall be filed with the complaint letter in the Program Complaint File. The Dean of the School of Rehabilitation Sciences will keep a file of all written program complaints for five (5) years.

Should the complainant not be satisfied with the resolution of the issue at the SRS level, or if the complaint involves the Dean of the School, the complaint can be made to the UIW Provost. As appropriate, the Dean will forward a written summary of the situation to date. The Provost shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the Provost’s action shall be filed with the complaint letter in the Program Complaint File. Please

see the [Provost Office site](#) for current contact information for the Provost.

Handling of Complaints Falling Outside of the Realm of Due Process

Policies and procedures for handling complaints falling outside of the realm of due process, such as complaints from professional practice education sites, employers of graduates, and the public are described here. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint are maintained by the School.

Should a situation occur that would generate a complaint from a professional practice education site, employers of graduates, or the public in general, the SRS would take the following steps. The complaint must be submitted in writing to the Dean of the SRS and include:

- Name of the complainant (PPE site, employer, or member of the public who initiated the complaint)
- Name of the respondent (individual whom the complaint is voiced against) and role in the incident (unprofessional behavior, inappropriate treatment of a client, or inappropriate verbal exchange between the respondent and other involved individuals).
- Date and location of incident.
- Detailed description of the incident, complete with the names of all individuals involved.
- Detailed description of any and all action immediately following the incident.

Upon receipt of the complaint, the Dean will take the following steps:

- Verbal contact with the complainant to address and ensure the appropriate action will be taken to address the incident.
- Establish a meeting with the respondent and an ad hoc committee of faculty and staff of the SRS designated by the Dean.

Careful assessment of the situation will be made requiring any and all pertinent review of the respondent's scholastic endeavors, practices and interaction with others. After judicious review and assessment of the situation, the Dean will respond in writing to the respondent outlining the corrective action(s) to be taken, as determined by the ad hoc committee. Correspondence with the complainant will take place if appropriate. Documentation of complaints and follow-up action will be kept on file for a period of three (3) years in the Dean's office.

Complaints related to Academic Advisement or Academic Policies

Students who have complaints about academic advisement or other issues related to academic policies, procedures, or deadlines should contact the Dean of the SRS.

Complaints related to a Specific Administrative Department

If the complaint involves a policy, procedure, or area of responsibility of a specific administrative department, it should be directed to the supervisor or manager of that department. In each instance of a departmental complaint, the appropriate individual will investigate the complaint, seek a solution, and report back to the student in writing within 10 school days. The department supervisor/manager will keep a record of the decision.

Complaints concerning UIW Policies, Procedures, or Personnel

Students who have a general complaint regarding UIW policies, procedures, or personnel should contact the appropriate office.

Part VIII: Non-Academic Policies

Adverse Weather Warnings and Class Cancellation

The safety of UIW faculty, staff and students has priority during an adverse weather event. Adverse weather is defined as any weather conditions that would make it necessary to delay or suspend classes and services. When an adverse weather event occurs in San Antonio, the Dean of the School of Rehabilitation Sciences will make the decision whether to suspend or delay classes.

Those who need to be contacted:

- Main campus
- Post on Canvas and Campus Emergency (<http://www.uiw.edu/emergency/>)
- Contact radio and TV stations
- Rave Alert to students and faculty
- Text alerts to phones

Information to be reported:

- Class cancellation or delay
- Any other pertinent information about programs, or scheduled special events

If a student is unable to travel safely to class secondary to adverse weather conditions, it is the student's responsibility to contact the course instructor. The student will be held accountable for all class material presented that day. As professional behavior is always expected, failure to contact the course instructor may result in punitive consequences in that class.

Alcohol and Drug Policy

The School of Rehabilitation Sciences subscribes to the alcohol and drug policy found in the UIW Code of Conduct of the UIW Student Handbook. Please note that the School of Rehabilitation Sciences has a **ZERO tolerance** for the consumption of alcohol in the School whether during normal School and Clinic hours or after hours during personal or group study, lab, or social activities. Students found under the influence or with an open container of alcohol will face disciplinary actions that could result in dismissal from the DPT program and the School.

More information about promoting responsible drinking can be found at the [UIW Health Service Programs site](#).

Animals on Campus Policy

Domesticated pets (dogs, cats, birds, other pets, etc.) are not permitted inside the School of Rehabilitation Sciences except for those animals that are specifically exempted by this policy.

Service animals are permitted to be on the university campus. A service animal is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability and meets the definition of “service animal” under Americans with Disabilities Act (“ADA”) regulations at 28 CFR 35.104. The work or tasks performed must be directly related to the individual’s disability.

Animals may be brought into the School of Rehabilitation Sciences for educational or programming purposes as approved in advance by the Dean or dean’s designee.

Children on Campus Policy

The School of Rehabilitation Sciences subscribes to the Children on Campus policy found in the UIW Student Handbook. The following is a condensed portion of this policy. To see the full policy, please refer to the UIW Student Handbook.

The University of the Incarnate Word (UIW) celebrates the presence of children in the lives of our large campus family and UIW is committed to ensuring the health, safety, and well-being of children. For reasons that include safety of children, and assuring professional efficient performance of academic pursuits, operations and services, the university has implemented this policy. This policy addresses health and safety matters relating to children on all premises owned and/or operated by the University of the Incarnate Word. The policy applies to all students, visitors, vendors, guests and volunteers on all campus locations. For purposes of this policy, a child is defined as a person under the age of 18.

Rules regarding children:

- As a matter of safety, children, while on campus, are to be attended at all times by the person responsible for the care of the child.
- The university does NOT accommodate nor allow children in classrooms during class. However, faculty may allow short, non-routine classroom attendance by a child when accompanied by the parent/guardian. The presence of the child must not compromise classroom safety or the conduct of the class. This must be a rare circumstance that should not occur more than once a semester and not longer than 30 minutes.
- Children are not permitted in any campus facility where obvious danger is present including, but not limited to, laboratories, maintenance areas, kitchen or food prep areas, recording and music studios.

COVID-19

The most current [COVID-19 policies](#) can be found on the UIW website.

Emergency Procedures

To ensure the safety of the students, faculty and visitors, the University of the Incarnate Word has established an [Emergency Response Guide](#). A copy of the Emergency Response Guide can be found in each classroom and lab, as well as the offices of staff and faculty. This Guide outlines basic emergency procedures as well as telephone numbers for serious emergencies. The labs also contain first aid kits, stethoscopes, and blood pressure cuffs. If serious or life-threatening injury or illness occurs while on the campus, staff and faculty are directed to call 911. AEDs are located in the Clinic, by the Library and on the second floor by the elevator.

If a serious or life-threatening injury or illness occurs while a student is in an off-campus educational experience, the student should follow the emergency procedures of the faculty or if none are available, the student should activate EMS. Students are responsible for any cost of emergency care provided.

Harassment

Students who believe that they have been subjected to harassment or treated in a way that violates UIW's anti-harassment policy in any form other than as described in the Title IX Policy as shown below, (i.e., harassment related to an individual's race, color, religion, national origin, citizenship status, or disability) by another student, a UIW employee, a contractor, or a visitor to the campus, should immediately report the alleged harassment to the Dean unless the alleged action involves the Dean in which case the report should be made to the Provost.

Smoking, Vaping and Tobacco Usage

The School of Rehabilitation Sciences adheres to the [UIW policy on smoking](#) (including electronic smoking devices) and the use of tobacco products. A summary of the policy is found below -

Smoking, vaping, and the use of tobacco products shall not be permitted on UIW campuses in any enclosed place, including, but not limited to, all offices, classrooms, hallways, waiting rooms, restrooms, meeting rooms, community areas, performance venues and private residential space housing. Smoking and the use of tobacco products shall also be prohibited outdoors on all campus property, including, but not limited to, parking lots, sidewalks, paths, fields, sports/recreational areas, and stadiums, as well as in all personal vehicles while on campus. This policy applies to all students, faculty, staff, and other persons on campus, regardless of the purpose for their visit.

Social Media Policy

This policy applies to all University of the Incarnate Word (UIW) students and employees who use social media in either a professional or a personal capacity. Employees include faculty, staff, and administrators, including those employed in an adjunct, part-time or temporary capacity. Professional use includes contributing to UIW-sponsored or other social media sites while representing UIW in an official capacity. Personal use refers to employees or students who use social media as part of their personal life.

The purpose of this policy is to provide guidelines for the responsible use of social media resources. These resources include, but are not limited to Facebook, YouTube, Snapchat, Instagram, Twitter, Flickr, Blogs, Wikis, MySpace and LinkedIn.

UIW encourages the use of social media by university offices, faculty, and students to enhance our local, national, and global reputation and our connection with current and future students, parents, alumni, donors, and other key constituencies. When used responsibly, social media sites provide an effective way to promote the university and to share information and perspective across a broad range of topics.

All UIW-sponsored social media sites must be approved and registered with the university's Office of Communications and Marketing. All UIW-sponsored social media sites must include the names and contact information of at least two (2) site administrators. Social media sites affiliated with a student organization should register a site sponsor through the Academic Success and Student Affairs Office. Sites representing UIW may be reviewed and amended for content.

Guidelines for the Responsible Use of Social Media in a PROFESSIONAL Capacity

UIW students or employees who manage or post to UIW-sponsored social media sites should:

- Exercise good judgment. Protect and enhance the value of UIW's mission by avoiding comments, photos, videos, or images that could be interpreted or perceived as slurs, demeaning, inflammatory, unduly suggestive, inappropriate or otherwise contrary to the university's Mission.
- Protect confidential information and relationships. Do not post confidential, proprietary, or controversial information about the university, its students, alumni or employees. Respect copyright and fair use laws by obtaining proper permissions and giving appropriate credit for work. Follow university policies and federal regulations, such as FERPA, HIPAA, and PHI.
- If employed by UIW, use social media sites during working hours only if you have a business-related need to do so and your supervisor has approved.
- Be authentic. State that you work at UIW, include your name and title. Transparency is critical in the social media environment.
- Stick to your area of expertise and provide unique, individual perspectives on non-confidential activities at UIW. If you have a vested interest in what you are discussing, be the first to say so; it adds to your credibility.
 - Use official UIW logos only as specified in the university style guide.
 - Consider the public nature and longevity of comments before posting.
- Keep sites current by refreshing content regularly, responding to questions in a timely manner, and updating information.

Guidelines for the Responsible Use of Social Media in a PERSONAL Capacity

When using social media sites in a personal capacity, employees and students should:

- Maintain clear lines between professional and personal social media activities.
- Avoid using the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
- Avoid using the university's name in connection with comments, photos, videos, or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendo, inappropriate or otherwise contrary to the university's Mission.
- Remember that libel laws are in effect even when your social media accounts are set to "private."
- Refrain from posting content such as images or medical records that represent a breach of confidentiality.
- Maintain appropriate boundaries. (For example, health professionals should not "friend" patients on their personal sites.)
- Be advised that personal information can be used to perpetrate identity theft which can compromise the security of students, employees, and the institution.
- When in doubt, don't post.

Reporting Concerns

The University of the Incarnate Word encourages the use of social media. However, persons with concerns about content posted on UIW-sponsored social media sites may direct their

comments to UIW's Human Resources department.

Discipline for Violations

Any use of social media that threatens the safety of UIW constituencies, exhibits a lack of moral character, and/or is unlawful or a violation of University policy, may result in disciplinary action, up to and including dismissal. The University investigates and responds to all reported concerns about social media use or content. Please be aware that you may be held responsible for any personal legal liability imposed for any published content.

Title IX

University of the Incarnate Word (UIW) is committed to establishing a work, educational and living environment for all community members that is free from sex discrimination and emphasizes the dignity and worth of every member of our community. In accordance with state and federal laws, UIW has put in place policies and procedures to address complaints of sex discrimination, including sexual misconduct. For more information about the specific conduct that is prohibited, please go to www.uiw.edu/titleix to review the Sexual Misconduct Policy and related procedures.

UIW takes all allegations seriously and is committed to providing information, education, resources, support, and clear direction to UIW community members to prevent and address sex discrimination. The Title IX Coordinator is charged with the responsibility of coordinating University of the Incarnate Word's efforts to comply with its obligations under Title IX and other laws, including addressing complaints, coordinating investigations, and providing appropriate interim and supportive measures. The University requires all University employees to promptly report any information they witness or receive regarding allegations of Sexual Misconduct.

To report a complaint or incident of that nature, please go to www.uiw.edu/titleix and click on the "Report an Incident" button or contact:

Matthew Carpenter
Director of Title IX (Title IX Coordinator)
University of the Incarnate Word
Broadway Campus
Administration Building, Room 62
(210) 832-2105
macarpen@uiwtx.edu

Visitors on Campus Policy

Visitors are welcomed to the SRS campus. They first must be authorized by the Dean's Office and sign in with Security upon arrival. They will be issued a Visitor's tag. Non-authorized visitors will not be allowed into the School.

Weapons Policy

The School of Rehabilitation Sciences follows the university's policy regarding weapons on campus. For more information see [UIW Weapons Policy](#).

Part IX: Privacy and Confidentiality

Student Educational Records

Educational records are those directly related to a student to record their educational endeavor. They do not include law enforcement records, employment records, medical records, alumni records, or faculty advisor/instructor notes. Educational records may be stored in many mediums and are not limited to an individual file.

The University of the Incarnate Word maintains educational records for all current and former students who are officially enrolled. Student records at the University are subject to the Family Educational Rights and Privacy Act of 1974, as amended. Students have the right to file a complaint with the U.S. Department of Education concerning compliance issues. The name and address of the appropriate office is:

*Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-4605*

Students have the right to inspect and review their educational record. All requests must be in writing to the Registrar and they must identify the record(s) they wish to inspect. The University official will arrange access and notify the students of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. The response from the University official will be within 45 days of the receipt of the request for access.

The student may request an amendment to the educational record if they believe it is inaccurate or misleading. The amendment of the educational record does not pertain to the grade assigned by the faculty. The student should write to the Registrar to request the amendment. The request must clearly identify the portion of the record he/she wants changed, specifying why it is inaccurate or misleading. If the University does not amend the record as requested, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Directory Information and Student Confidentiality

The University of the Incarnate Word will not disclose any personally identifiable information about students (except directory information listed below) without the written consent of the student. Directory information at the University of the Incarnate Word has been identified as:

1. Student's name
2. Participation in officially recognized activities and sports
3. Address
4. Telephone listing
5. Weight and height of members of athletic teams
6. Electronic mail address
7. Photograph
8. Degrees, honors, and awards received
9. Date and place of birth
10. Major field of study

11. Dates of attendance
12. Grade level
13. The most recent educational agency or institution attended

Each student has the right to restrict the release of any or all of this information by submitting a written request to the Registrar's Office. School officials with legitimate educational interests may have access to educational records, without the students' consent, if the record is needed to fulfill their professional responsibilities. School officials are identified as: a person employed by the University in an administrative, supervisory, academic, or research, or support staff position, a person or company with whom the University has contracted, a person serving on the Board of Trustees, or a student serving on an official committee, or assisting another school official in performing his or her tasks.

Health Insurance Portability and Accountability Act (HIPAA; PL 104-191)

As a student at the University of the Incarnate Word, you have a legal and ethical responsibility to safeguard the privacy of all patients and protect confidentiality and security of all health information. Protecting the confidentiality of patient information means protecting it from unauthorized use or disclosure in any format including oral/verbal, fax, written, or electronic/computer. Patient confidentiality is a central obligation of patient care. Any breaches in patient confidentiality or privacy may result in disciplinary action, up to and including dismissal from the educational program.

Authorized Access and Use of Information Regarding Patients/Clients

All patients/clients involved in the students' learning experiences in the SRS will be informed about the session and sign a consent form for use of images and/or information related to the patient/client or their child. The consent form will be kept in the SRS for at least 5 years in the Instructor of Record course file. In concert with HIPAA, patients/clients may request this information be destroyed, kept confidential and/or may request it later. The SRS will release this information directly to the patient/client or parent. No names will be used in written reports so that the patient/client information is identified.

Human Subjects in Demonstrations and Practices of Physical Therapy

Patients/clients may be asked to volunteer in laboratory sessions for demonstrations and educational learning experiences. The individual will be informed about the session and sign a consent form, if an adult, or the parent/caregiver, if a child is under 21 years of age. The consent form will be kept in the SRS for at least 5 years. In concert with HIPAA, patients/clients may request this information be destroyed or kept confidential or may request it later. The SRS will release this information directly to the patient/client or parent.

Part X: Student Support Services and Resources

Academic Help Thresholds

Academic support is available to students in a variety of ways; however, a more formalized system is in place to assist students who meet certain criteria. Within this system, the student will work together with faculty and staff to reach academic goals.

Criteria for the student to initiate the action steps below in the appropriate tier

- 72% or less on lab practical, skills check, other major assessment in a course
- A trend of failure on assignments or minor assessments.

Tiered Action Criteria/Steps

- TIER 1: If a student scores 72% or below on 1 major assessment, the semester coordinator will notify the student, faculty advisor, and the Director of Academic Success.
 - The student will initiate communication with their faculty advisor. Together, they may review the student's LASSI, the academic support resources in Canvas, and/or discuss strategies for student success.
 - Other helpful resources that the faculty advisor and student may identify include: the student meeting with a peer tutor and/or instructor of record and/or complete a behavioral health referral.
 - The student will follow up academic advisor via email or in person and share their reflection on personal takeaways from the student/advisor communication and any applicable action steps.
- TIER 2: If a student scores 72% or below in 3 OR MORE major assessments then the semester coordinator will notify the student, faculty advisor, and the Director of Academic Success.
 - The student will initiate communication with their faculty advisor and the Director of Academic Success regarding their academic challenge. The student will schedule a meeting with the Director of Academic Success (faculty advisor will join if able) and together, they may review the student's LASSI, the academic support resources in Canvas, and/or discuss strategies for student success.
 - The student will follow up with the Director of Academic Success and their academic advisor via email or in person and share their reflection on personal takeaways from the meeting and any applicable action steps
- With both tiered action steps, the faculty advisor/the Director of Academic Success shall use Navigate to communicate with the student success team.

Academic Support Services

A Director of Academic Success is available within the SRS to provide guidance and resources related to academic success strategies. Additional resources include a Peer Tutoring program and Supplemental Learning and Practice (SLAP) labs. Workshops related to success strategies are offered periodically throughout the semesters.

Students who are identified as "at risk" due to academic or non-academic issues will be asked to meet with the Director of Academic Success and/or their faculty advisor to develop strategies for overcoming the at-risk behaviors.

Behavioral Health Services

Professional counselors and doctoral interns are available by appointment at the Behavioral Health Office located at the main campus and at the SRS campus during select times during the

week. Counseling services are free and confidential. Students can discuss a variety of concerns including anxiety, relationships, stress management and more.

Disability Services

The University is committed to providing a supportive, challenging, diverse, and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act—Subpart E and Title III of the Americans with Disabilities Act (ADA), the University ensures accessibility to its programs, services, and activities for qualified students with documented disabilities. For more information contact the [Student Disability Services Office](#).

Facilities

The SRS boasts a state-of-the-art facility which houses classrooms, lab space, and small group rooms designed to promote a positive learning environment. In addition, students enjoy the use of a student lounge, locker facilities and a Mindful Moments room designed for quiet meditation and faith services. An on-site library provides electronic and print resources along with available study space. A full-time librarian and technology support staff member are available on premises to assist students.

Fitness Center Membership

New students enrolled in the SRS are provided a membership to Gold's Gym within walking distance of the school. Returning students are offered the opportunity to renew their gym membership annually. The gym offers weights, weight machines and cardio machines in addition to a variety of fitness classes.

Health Services

All Doctor of Physical Therapy students are required to carry health insurance and needlestick insurance. Students with their own health insurance can complete a waiver form; otherwise, health insurance coverage will be provided through the university. Needlestick insurance will be charged separately to those students without university issued health insurance.

Students can access health services on the main campus during hours on Monday through Friday. No appointment is necessary.

For after hours or urgent/emergency care, use your preferred map directory to find health care facilities near the SRS.

Whether you carry the university plan or private insurance, it is advisable to check the details of your plan for restrictions.

Mediation Services

Mediation is a process that attempts to establish communication between people having disputes and assists them in finding a mutually acceptable solution. The result of successful mediation is that there are neither winners nor losers, but rather, generally satisfied individuals who have arrived at an agreement which resolves their dispute as they define it. Mediation is a confidential process. The agreements made by the parties involved are non-binding. UIW offers a mediation program designed to assist all members of the UIW community to resolve problems and disputes. Anyone may initiate mediation. To initiate mediation, contact the Counseling Center at (210) 829-3129.

Office Supplies and Equipment

Office supplies and equipment to be used by students are in the library and student lounge. Staplers, 3-hole punches and a copy machine will be provided for the students' use. Students are to provide their own pens, pencils, and paper for taking notes and exams.

Students are responsible for paying for their own copying/printing (not including scanning) at the prices listed in the printing app in Cardinal Apps.

Student Organizations and Class Representation

Elections for class officers are held each fall for the incoming class and in the summer during Year 2 for the continuing class. Class officers represent their fellow students regarding issues and concerns and to help plan community service, professional and social events for the class.

Students who wish to form a special interest organization can make a request through the Office of Academic Success and Student Affairs. Class organizations and special interest groups are required to follow university policies related to financial matters and events.

Transcript Requests

Students may obtain a [transcript of academic records from the Registrar's Office](#) after initiating a request through that office. The University reserves the right to withhold transcripts for those students who have not met all conditions for admission or who have outstanding financial obligations.

The normal turn-around time for responding to transcript requests is three-to-five days. However, during peak periods, such as the end of the semester or during registration, response to transcript requests may take longer. There is a small fee for the transcript. A same-day service fee may be applied. Same-day service may not be available during peak periods.

The University will not provide copies of transcripts or test scores received from other institutions. Students should apply to the original institution for official copies of that work. Official documents submitted to the University of the Incarnate Word become the property of the University and cannot be returned.

Part XI: Appendices and Forms



Acknowledgement of Student Handbook

I acknowledge that I have received and read a copy of The University of the Incarnate Word DPT Student Handbook. I take responsibility for abiding by all policies and procedures outlined in this handbook including all standards of professional conduct.

Printed Name of Student

Signature of Student

Date

Printed Name of Witness

Signature of Witness

Date

This signed form will be maintained in the student's file in the SRS.



School of Rehabilitation Sciences Technical Standards Form

Applicant Name: _____

Technical Standards for DPT Students

UIW actively collaborates with students to develop innovative ways to ensure accessibility and creates a respectful accountable culture through our confidential and specialized disability support. We are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations.

UIW provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics necessary to complete the physical therapy curriculum.

Successful participation in the UIW School of Rehabilitation Sciences Doctor of Physical Therapy program includes the ability to perform technical standards vital to the delivery of high-quality, ethical physical therapy services. These standards are expected to be continuously demonstrated, with reasonable accommodation as necessary, by all students. Upon review of this document, the candidate will sign as an acknowledgment of their understanding of these technical standards.

Cognitive Functions

- Comprehend, retain, and retrieve complex information from the liberal arts, basic sciences, mathematics, and psychological and clinical sciences and apply this information to professional course work.
- Comprehend, synthesize, and integrate information from written materials, demonstration, lectures, class discussions, laboratory practice sessions, and real and simulated patients.
- Apply information obtained from classroom, laboratory, and written materials to the examination, evaluation, and intervention of real and simulated patients.
- Procure evidence-based information and apply it to the practice of physical therapy.
- Critically analyze information taken from lectures, class discussion, written materials, research literature, laboratory, and patient demonstrations to develop and support the rationale for appropriate patient examinations, evaluations, and interventions.
- Demonstrate management skills including planning, organizing, supervising, and delegating.
- Participate in scientific inquiry.

Communication Functions

- Establish professional, empathic relationships with individuals from a variety of backgrounds, ages, and needs, based on mutual trust.
- Utilize appropriate professional verbal, nonverbal and written communication with patients, families, colleagues, and others.
- Communicate effectively in person and in writing in English to convey information to other individuals and groups.
- Understand and interpret the verbal, non-verbal, and written communications of others and respond appropriately.

Behavioral

- Recognize the impact and influence of lifestyle, socioeconomic class, culture, beliefs, race, and abilities on patients and colleagues.
- Engage in respectful, non-judgmental interactions with individuals from various lifestyles, cultures, beliefs, races, socioeconomic classes, and abilities.
- Develop and maintain effective, respectful working relationships with professional colleagues, peers, patients, families, and the public.
- Work effectively as part of an interdisciplinary team.
- Able to learn in various modalities and using various platforms to accomplish professional and interprofessional learning.
- Meet externally imposed deadlines and time requirements.
- Effectively and consistently manage personal stress and the stress of others.
- Effectively attend to people, information, and tasks in a complex, highly stimulating environment when at work
- Practice in a safe, ethical, and legal manner, following guidelines for standard practice as established by federal, state, and local law, the University, clinical facilities, the APTA, and related professional organizations.
- Demonstrate responsibility for self-assessment and the development of a life-long plan for professional growth and development.
- Accept responsibility for all actions, reactions, and inactions.
- Respond to medical crisis and emergencies in a calm, safe, and professional manner.
- Safely and reliably gather information and interpret physical therapy equipment and monitoring devices.
- Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/classmates.
- Demonstrate the ability to work in an environment that requires significant physical activity and mobility throughout the workday.

I have read and understood the **Technical Standards Form** for the University of the Incarnate Word Doctor of Physical Therapy program. I understand that I can request accommodations as appropriate under the Americans with Disabilities Act.

Applicant Signature _____ Date _____

Printed Name _____

Revised: 8/3/2022



Academic Integrity Pledge

As a student in the DPT Program, I recognize and accept personal responsibility for honesty in all of my interactions, assignments and examinations while a member of this program. Such honesty is a vital part of my academic career and is the foundation of my work here as a student and as an aspiring physical therapist.

I pledge that I will uphold the Academic Integrity Policy of the School of Rehabilitation Sciences and The University of the Incarnate Word and will encourage my peers to respect and observe these policies. I will fully support my peers in their efforts to uphold these vital principles.

I understand that by signing this pledge, I agree to abide by the Academic Integrity Policies throughout all aspects of the School of Rehabilitation Sciences.

Printed Name of Student

Signature of Student Date

Printed Name of Witness

Signature of Witness Date



Professional Behaviors Fitness to Practice Evaluation – Short Form

Student: _____ PIDM _____ Advisor: _____

This is to document that a student’s professional performance has been evaluated according to the Fitness to Practice (FTP) Review policy in the Student Handbook:

- 0 – Does not meet the criteria or is perceived as being a serious concern**
- 1 – Needs improvement**
- 2 – Meets expectations in this area**
- 3 – Is perceived as being a strength**

	Professional Behaviors	SEMESTER 2 Year 1 Team Date: _____	SEMESTER 5 Year 2 Team Date: _____
1	Critical Thinking		
2	Communication		
3	Problem Solving		
4	Interpersonal Skills		
5	Responsibility		
6	Professionalism		
7	Use of Constructive Feedback		
8	Effective Use of Time and Resources		
9	Stress Management		
10	Commitment to Learning		
Competence achieved in each FTP Standard observed?:		___ yes ___ no	___ yes ___ no
Evaluator’s name & initials			

If “yes”, return initialed form to the Assistant Dean to return to the student’s record. No further action is necessary.

If “no” for any item at any review period, use the specific behavior section(s) from the Professional Behaviors Fitness to Practice Evaluation – Long Form and attach. Follow the appropriate remediation or disciplinary steps in the FTP section of the UIW SRS handbook.



Professional Behaviors Fitness to Practice Evaluation – Long Form

Student: _____ Evaluator: _____

Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first significant internship

Intermediate Level – behaviors consistent with a learner after the first significant internship

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level

Evaluation Guidelines –

- Use only the pages corresponding to a score of 0 or 1 on the student's *Short Form*
- On the criteria page, provide examples describing how that criteria is a challenge for the student.
- Fill out and attach a Next Steps Form (see below) to the criteria page.
- Ensure that each page is filled out completely and each page is signed by all parties involved.
- Provide the student with a copy and return the original to the Assistant Dean
 - 1st year SPTs are generally expected to meet *Beginning Level* criteria
 - 2nd year SPTs are generally expected to meet all *Intermediate Level* criteria
 - 3rd year SPTs are generally expected to meet all *Entry Level* criteria

NOTE: It should be understood that not all students will be at the same developmental level of their peers and that students learning and growth occurs at different rates. The primary factor is that there is evidence of growth throughout the program and that by their 3rd FTP review, and especially when being approved for graduation, the student is meeting expectations of *Entry Level*. Further, scores are not expected to be universal across all criteria domains (e.g. student may score a 3 in some areas and a 2 in others).

Student: _____ Evaluator: _____

Next Steps

Fill this form out completely.

Attach this sheet to the selected criteria page. Be sure the criteria page has clear examples of the student's challenge(s) documented in the space provided.

What are the next steps in the student's FTP Evaluation?

- counseled and resolved (first-time score of 1 in standard of _____)
- remediation plan
- referred to Professional Conduct Committee
- resolved (*explain*)
- Other (*explain*)

Describe responsibility of student and/or faculty (e.g. write out remediation plan, consult with other faculty/staff, etc.)

Student:

Faculty:

Signatures (acknowledges the student received this evaluation):

Student

Evaluating Faculty

Others in attendance

Professional Behaviors

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Raises relevant questions
- ❖ Considers all available information
- ❖ Articulates ideas
- ❖ Understands the scientific method
- ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
- ❖ Recognizes holes in knowledge base
- ❖ Demonstrates acceptance of limited knowledge and experience

Intermediate Level:

- ❖ Feels challenged to examine ideas
- ❖ Critically analyzes the literature and applies it to the case
- ❖ Utilizes didactic knowledge, research evidence, and personal experience to formulate new ideas
- ❖ Seeks alternative ideas
- ❖ Formulates alternative hypotheses
- ❖ Critiques hypotheses and ideas at a level consistent with knowledge base
- ❖ Acknowledges presence of contradictions

Entry Level:

- ❖ Distinguishes relevant from irrelevant patient data
- ❖ Readily formulates and critiques alternative hypotheses and ideas
- ❖ Infers applicability of information across populations
- ❖ Exhibits openness to contradictory ideas
- ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- ❖ Justifies solutions selected

Post-Entry Level:

- ❖ Develops new knowledge through research, professional writing and/or professional presentations
- ❖ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- ❖ Weighs information value based on source and level of evidence
- ❖ Identifies complex patterns of associations
- ❖ Distinguishes when to think intuitively vs. analytically
- ❖ Recognizes own biases and suspends judgmental thinking
- ❖ Challenges others to think critically

2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- ❖ Recognizes impact of non-verbal communication in self and others
- ❖ Recognizes the verbal and non-verbal characteristics that portray confidence
- ❖ Utilizes electronic communication appropriately

Intermediate Level:

- ❖ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- ❖ Restates, reflects and clarifies message(s)
- ❖ Communicates collaboratively with both individuals and groups
- ❖ Collects necessary information from all pertinent individuals in the tutorial process
- ❖ Provides effective education (verbal, non-verbal, written and electronic)

Entry Level:

- ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- ❖ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- ❖ Maintains open and constructive communication
- ❖ Utilizes communication technology effectively and efficiently

Post Entry Level:

- ❖ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- ❖ Effectively delivers messages capable of influencing, peers, patients, the community and society
- ❖ Provides education locally, regionally and/or nationally
- ❖ Mediates conflict

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Recognizes problems
- ❖ States problems clearly
- ❖ Describes known solutions to problems
- ❖ Identifies resources needed to develop solutions
- ❖ Uses technology to search for and locate resources
- ❖ Identifies possible solutions and probable outcomes

Intermediate Level:

- ❖ Prioritizes problems
- ❖ Identifies contributors to problems
- ❖ Consults with others to clarify problems
- ❖ Appropriately seeks input or guidance
- ❖ Prioritizes resources (analysis and critique of resources)
- ❖ Considers consequences of possible solutions

Entry Level:

- ❖ Independently locates, prioritizes and uses resources to solve problems
- ❖ Accepts responsibility for implementing solutions
- ❖ Implements solutions
- ❖ Reassesses solutions
- ❖ Evaluates outcomes
- ❖ Modifies solutions based on the outcome and current evidence
- ❖ Evaluates generalizability of current evidence to a particular problem

Post Entry Level:

- ❖ Weighs advantages and disadvantages of a solution to a problem
- ❖ Participates in outcome studies
- ❖ Participates in formal quality assessment in work environment
- ❖ Seeks solutions to community health-related problems
- ❖ Considers second and third order effects of solutions chosen

4. Interpersonal Skills - The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community culturally aware.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Maintains professional demeanor in all interactions
- ❖ Demonstrates interest in classmates, instructors, and patients as individuals
- ❖ Communicates with others in a respectful and confident manner
- ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons
- ❖ Maintains confidentiality in all interactions
- ❖ Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions
- ❖ Establishes trust
- ❖ Seeks to gain input from others
- ❖ Respects role of others
- ❖ Accommodates differences in learning styles as appropriate

Entry Level:

- ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action
- ❖ Responds effectively to unexpected situations
- ❖ Demonstrates ability to build partnerships
- ❖ Applies conflict management strategies when dealing with challenging interactions
- ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post Entry Level:

- ❖ Establishes mentor relationships
- ❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Demonstrates punctuality
- ❖ Provides a safe and secure environment for classmates (both physically and psychologically)
- ❖ Assumes responsibility for actions
- ❖ Follows through on commitments
- ❖ Articulates limitations and readiness to learn
- ❖ Abides by all policies of academic program and clinical facility

Intermediate Level:

- ❖ Displays awareness of and sensitivity to diverse populations
- ❖ Completes projects without prompting
- ❖ Delegates tasks as needed
- ❖ Collaborates with team members, patients and families
- ❖ Provides evidence-based patient care

Entry Level:

- ❖ Educates patients as consumers of health care services
- ❖ Encourages patient accountability
- ❖ Directs patients to other health care professionals as needed
- ❖ Acts as a patient advocate
- ❖ Promotes evidence-based practice in health care settings
- ❖ Accepts responsibility for implementing solutions
- ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Post Entry Level:

- ❖ Recognizes role as a leader
- ❖ Encourages and displays leadership
- ❖ Facilitates program development and modification
- ❖ Promotes clinical training for students and coworkers
- ❖ Monitors and adapts to changes in the health care system
- ❖ Promotes service to the community

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- ❖ Demonstrates awareness of state licensure regulations
- ❖ Projects professional image
- ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Intermediate Level:

- ❖ Identifies positive professional role models within the academic and clinical settings
- ❖ Acts on moral commitment during all academic and clinical activities
- ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- ❖ Discusses societal expectations of the profession

Entry Level:

- ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- ❖ Always provides patient/family centered care as evidenced by provision of patient/family education, seeking
 - patient input and informed consent for all aspects of care and maintenance of patient dignity
- ❖ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- ❖ Discusses role of physical therapy within the healthcare system and in population health
- ❖ Demonstrates leadership in collaboration with both individuals and groups

Post Entry Level:

- ❖ Actively promotes and advocates for the profession
- ❖ Pursues leadership roles
- ❖ Supports research
- ❖ Participates in program development
- ❖ Participates in education of the community
- ❖ Demonstrates the ability to practice effectively in multiple settings
- ❖ Acts as a clinical instructor
- ❖ Advocates for the patient, the community and society

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Demonstrates active listening skills
- ❖ Assesses own performance
- ❖ Actively seeks feedback from appropriate sources
- ❖ Demonstrates receptive behavior and positive attitude toward feedback
- ❖ Incorporates specific feedback into behaviors
- ❖ Maintains two-way communication without defensiveness

Intermediate Level:

- ❖ Critiques own performance accurately
- ❖ Responds effectively to constructive feedback
- ❖ Utilizes feedback when establishing professional and patient related goals
- ❖ Develops and implements a plan of action in response to feedback
- ❖ Provides constructive and timely feedback

Entry Level:

- ❖ Independently engages in a continual process of self-evaluation of skills, knowledge and abilities
- ❖ Seeks feedback from patients/clients and peers/mentors
- ❖ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- ❖ Uses multiple approaches when responding to feedback
- ❖ Reconciles differences with sensitivity
- ❖ Modifies feedback given to patients/clients according to their learning styles

Post Entry Level:

- ❖ Engages in non-judgmental, constructive problem-solving discussions
- ❖ Acts as conduit for feedback between multiple sources
- ❖ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients
- ❖ Utilizes feedback when analyzing and updating professional goals

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Comes prepared for the day's activities/responsibilities
- ❖ Identifies resource limitations (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards (learning needs) and identifies barriers to meeting productivity standards (learning needs)
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

Entry Level:

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Utilizes community resources in discharge planning
- ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post Entry Level:

- ❖ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc.)
- ❖ Applies best evidence considering available resources and constraints
- ❖ Organizes and prioritizes effectively
- ❖ Prioritizes multiple demands and situations that arise on a given day
- ❖ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

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

Intermediate Level:

- ❖ Actively employs stress management techniques
- ❖ Reconciles inconsistencies in the educational process
- ❖ Maintains balance between professional and personal life
- ❖ Accepts constructive feedback and clarifies expectations
- ❖ Establishes outlets to cope with stressors

Entry Level:

- ❖ Demonstrates appropriate affective responses in all situations
- ❖ Responds calmly to urgent situations with reflection and debriefing as needed
- ❖ Prioritizes multiple commitments
- ❖ Reconciles inconsistencies within professional, personal and work/life environments
- ❖ Demonstrates ability to defuse potential stressors with self and others

Post Entry Level:

- ❖ Recognizes when problems are unsolvable
- ❖ Assists others in recognizing and managing stressors
- ❖ Demonstrates preventative approach to stress management
- ❖ Establishes support networks for self and others
- ❖ Offers solutions to the reduction of stress
- ❖ Models work/life balance through health/wellness behaviors in professional and personal life

10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

CLASSROOM/CLINICAL/INTERPERSONAL EXAMPLES OF CHALLENGES IN THIS AREA:

Signatures (acknowledges the student received this evaluation):

Student's Signature

Evaluator's Signature

Beginning Level:

- ❖ Prioritizes information needs
- ❖ Analyzes and subdivides large questions into components
- ❖ Identifies own learning needs based on previous experiences
- ❖ Welcomes and/or seeks new learning opportunities
- ❖ Seeks out professional literature
- ❖ Plans and presents study aides, research, or cases studies

Intermediate Level:

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

Entry Level:

- ❖ Respectfully questions conventional wisdom
- ❖ Formulates and re-evaluates position based on available evidence
- ❖ Demonstrates confidence in sharing new knowledge with all staff levels
- ❖ Modifies programs and treatments based on newly learned skills and considerations
- ❖ Consults with other health professionals and physical therapists for treatment ideas

Post Entry Level:

- ❖ Acts as a mentor not only to other PTs, but to other health professionals
- ❖ Utilizes mentors who have knowledge available to them
- ❖ Continues to seek and review relevant literature
- ❖ Works towards clinical specialty certifications
- ❖ Seeks specialty training
- ❖ Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
- ❖ Pursues participation in clinical education as an educational opportunity



Participant Consent to Participate in Programmatic Assessment

UIW Doctor of Physical Therapy Program

As a Doctor of Physical Therapy (DPT) student in the School of Rehabilitation Sciences at the University of the Incarnate Word, you will play an integral part in the on-going programmatic assessment initiatives to improve student learning outcomes, and teaching effectiveness in a problem-based learning (PBL) curriculum, demonstrate progress over time, compare different cohorts of students or against students in traditional programs, assess level of learning, and/or determine predictors of student success. All the metrics described here are for student success and/or programmatic assessment and most are embedded in the coursework you are completing. This consent allows faculty to use the assessment data for improvement as described and for the possibility of publishing outcomes to enhance the profession.

As a student, you will participate by completing mandatory assessments during the course of your study including but not limited to the Mindvue profile, generic abilities assessment, 12-item GRIT Scale, Post-Traumatic Growth Inventory (PTGI), Clinical Performance Instrument (CPI), other measures of core professional and physical therapy care abilities, personality assessment (True Colors™), student evaluation of learning (course assessment), graduate exit survey, alumni survey, and employer survey. Other data that will be used for the purpose of programmatic assessment are admissions data including student demographics, course grades, grade point average (GPA), Federation of State Board of Physical Therapy (FSBPT) examination scores (practice and pass scores).

Students may also be asked to participate on a voluntary basis to more specific assessments such as discussion and/or focus groups, cognitive mapping, student evaluation of learning (student mid-program assessment, graduate exit survey/focus group), return of alumni survey, and University level assessments including student satisfaction inventory, library quality assessment, and campus religious and spiritual climate survey. For optional assessments, the decision to participate or not will not influence in any way a student's current or future relationship with the University of the Incarnate Word or with the faculty. If a student decides to participate, he/she will be free to withdraw consent and to stop participation at any time without penalty or retribution.

Identifiable information will be assigned a number code as a unique identifier and all data will be de-identified to maintain the confidentiality of the participant. The student's name will be linked with this number code on a master code spreadsheet available only to the primary and co-investigators. This spreadsheet will be maintained on the investigator's password protected OneDrive.

There are no risks associated with the participation in programmatic assessment.

Programmatic assessment will benefit the DPT program contributing to continuous quality improvement and providing evidence of learning outcomes, teaching effectiveness. These outcomes may be used in course, curriculum, Institution, CAPTE, and SACS assessment.

There is no additional cost to the individual to participate in programmatic assessment, nor is there any compensation for doing so.

Everything we learn about students in the study will be confidential. If we publish the results of the study, you will not be identified in any way.

If you have any questions now, feel free to ask us. If you have additional questions later or wish to report a problem that may be related to the analysis of any programmatic assessment metrics as described above, then contact Chad Jackson, PT, DPT, EdD – DPT Program Director at 210-283-6478 or chad.jackson@uiwtx.edu.

** You will be given a copy of this form to keep.*



Consent to Participate

Please initial the appropriate box.

_____ I agree to participate in outcome measure activities as appropriate and by allow my de-identified information to be used for presentation or publication.

_____ I agree to participate in outcome measure activities as appropriate. Please, **do not** allow my de-identified information to be used for presentation or publication.

Please sign this form, representing your willingness to participate in outcome measure activities. Your signature indicates that you 1) have read and understand the information given above, 2) that the information above was explained to you, and 3) that you were given the opportunity to discuss the information and ask questions.

Signature of Participant

Date



Podcasting, Photographic, and other Media

CONSENT and RELEASE Form

I authorize and grant to the University of the Incarnate Word (UIW), St. Anthony Catholic High School, and Incarnate Word High School, all of which are referred to collectively in this agreement as UIW, and those acting pursuant to its authority, a non-exclusive, perpetual, worldwide license to:

1. Record my participation, likeness and/or voice on a video, audio, photographic, digital, electronic, hosted media, web-based service or any other medium, including podcasting;
2. Use my recorded likeness and/or voice on a video, audio, photographic, digital, electronic, hosted media, web-based service or any other medium, including podcasting;
3. Use my name and identity in connection with these recordings;
4. Use, reproduce, exhibit, or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet, podcast) my recorded likeness and/or voice on a video, audio, photographic, digital, electronic, or any other medium without restrictions or limitations for any educational or promotional purpose which UIW and those acting pursuant to its authority, deem appropriate, including promotional efforts.
5. Distribute the medium over the internet using formats that allow downloading and playback on mobile devices and personal computers, for the purpose of making the work available in any format through iTunes or other web-based services.
6. Make and maintain more than one copy (hard-copy and/or digital copy) of the work for purposes of security, back-up and preservation.

I release UIW and those acting pursuant to its authority, from liability for violation of any personal, intellectual (including copyright) or proprietary rights I may have in connection with uses of the recordings authorized above. To the extent required, I hereby grant and assign all copyright in the podcast, video, audio, photographic, digital, electronic, or any other medium utilized to UIW. I waive any right to inspect or approve the final use(s) of the video, audio, photographic, digital, electronic, podcast or any other medium. As to the video, audio, photographic, digital, electronic, podcast itself, or any other medium, I understand and agree that UIW shall have exclusive ownership of the copyright and other proprietary and property rights in the work.

I waive any rights, claims, or interests I may have to control the use of my likeness, voice, name, recordings, and/or identity in the recordings and podcasts authorized above. I agree that any uses described above may be made without compensation or additional consideration to me. I agree that UIW shall have the right to remove the work from the hosted media or web-based service at any time without prior notice for any reason deemed to be in UIW's best interest.

I waive and release UIW and its officers, agents and employees from any claim or liability relating to the use of my name, likeness, identity, voice, photographic image, video graphic image and oral or recorded statements in the work, including all claims of compensation, damage for libel, slander, invasion of the right of privacy or any other claims based on, arising out of, or connected with the use of said recordings and podcasts. I agree to indemnify UIW and its officers, employees, agents, successors, heirs, and assigns, for any and all claims, liabilities, damages, and expenses, including reasonable attorneys' fees actually incurred, due to any claimed infringement of copyrights, trade names, trademarks, service marks, right of publicity or privacy, or other proprietary, personal or property right arising from publication of the work through the hosted media or as a result of my breach of any covenant or warranty herein contained.

This Agreement shall be governed by and interpreted in accordance with the laws of the State of Texas.

By my signature, I represent that I have read and fully understand the terms of this release.

* A parent or guardian of youth under 18 must also sign.

Name (print): _____ Date of Birth: ____/____/____

E-mail Address: _____

Primary Phone: _____ Other Phone: _____

Signature

Date

I HAVE CAREFULLY READ THIS CONSENT AND RELEASE FORM AND AGREE TO ITS TERMS ON MY BEHALF AND ON BEHALF OF THE MINOR CHILD IDENTIFIED ABOVE.

Signature of Parent/Guardian (of youth under the age of 18)

Date



Student Receipt of Complaint Procedure Guidelines

The University of the Incarnate Word's School of Rehabilitation Sciences and DPT Program is committed to maintaining a learning environment which promotes academic excellence and personal development. Procedure guidelines assure students the opportunity to register their complaints about what they believe to be unfair treatment involving their academic work and to receive prompt resolution of matters related to the complaint.

1. To register a complaint, a student must hold an informal meeting with the instructor to resolve the complaint.
2. *If the complaint is not resolved*, the student may request a meeting with the DPT Program Director.
3. *If the complaint is still not resolved* to the satisfaction of the student, the student shall have the right to appeal a decision in writing to the Dean of SRS by completing the form called *Appeal Form for Student Complaints about faculty Decision*.

I understand the basic 3-step process for resolving a complaint related to faculty decisions about student course work and realize that for further details I must read the DPT Program Student Handbook [policy on initiating a complaint](#).

Complaints of other concerns can be made via the university's website at this link: <https://my.uiw.edu/campuslife/report-incident.html> Click on the "Report an Incident" button.

I also understand the Dean of SRS is the appropriate administrator for making a final decision on the appeal and that I am not entitled to appeal to another administrator or office.

Print Student Name

Signature of Student

Date



Appeal Form for Student Complaints about Faculty Decisions

PLEASE NOTE: UIW explicitly prohibits any member of the university community from harassing or retaliating against students who file complaints and appeal decisions.

Student Contact Information

Student's (Complainant's) Name: _____

ID#: _____ UIW email address: _____

Address: _____

Primary Phone Number: _____ Other phone: _____

Complaint Information

Date of the incident/complaint: _____

Time of the incident (if applicable): _____

Place the incident occurred (if applicable): _____

Name(s) of the instructor who made a decision that directly affected you and is the subject of your complaint: _____

Date of last conversation with such person(s) when you tried to resolve your complaint: _____

Please attach a letter explaining your complaint and the reasons why a decision or action that affected you should be changed.

What happens next?

- Your complaint will be investigated by the Dean or Associate Dean who will seek a fair solution and report back to you in writing within 10 school days.
- The final decision may not be appealed to a higher level.
- Your file will be kept in the office where the final decision was made.

Signature of Student

Date

OFFICE USE ONLY

Date Appeal Received: _____

Date Response Due: _____

Date Response Sent to Student: _____

Comments: _____



Lab Rules

1. Always act professionally. Conduct yourself in a safe and respectful manner.
2. Use standard precautions and proper personal hygiene. Wash hands/Use hand sanitizer and wear clean clothing to protect yourself and others from the spread of infection.
3. No food on the table/mats at any time. No meals are to be eaten in the lab. No open containers of food or drink are allowed in the lab. Small snacks and covered containers of liquid can be consumed away from tables.
4. No shoes or sharp objects are allowed on the treatment tables.
5. Wipe down tables with approved cleaning solutions at the end of lab session. Clean in cracks of tables and around headpiece.
6. Do not sit on the headrest of the high/low tables (personal injury can occur).
7. Ensure the safe handling and storing of all equipment in the lab. Return all equipment to its proper place after use. Report to faculty members any equipment that is not functioning correctly. Take care of all equipment as if you paid for it.
8. Ensure your personal safety when in the role of a patient or with a patient simulator.
9. Place used linen (pillowcases, towels, sheets) in laundry bags in the classroom.
10. Ensure the lab is left in a neat and orderly fashion after use.