DPT Program
Student Handbook
2012

Rocky Mountain University of Health Professions is accredited by the [Northwest Commission on Colleges and Universities](http://northwestcommission.org) (8060 165th Avenue NE Ste 100, Redmond, WA 98052-3981), an institutional accrediting body recognized by the Secretary of the US Department of Education.

RMUoHP reserves the right to change, without notice, any statement in this publication concerning, but not limited to, rules, policies, tuition, fees, faculty, curricula, and courses. This document is not a contract or an offer of a contract.
Preface

Students in the Doctor of Physical Therapy Program (DPT) are officially considered to be students at Rocky Mountain University of Health Professions (RMUoHP). Therefore, DPT students are expected to comply with the regulations and academic standards specified in the most current edition of the RMUoHP University Handbook. This handbook provides information regarding policies, procedures and requirements specific to the RMUoHP DPT program. Students enrolled in the Program are expected to be familiar with the information in this handbook, the Clinical Education Handbook, and acknowledge such by signing the forms found in the appendix after having reviewed the material:

- Student Acknowledgment of DPT Program Policies and Procedures
- Student Informed Consent
- Health Insurance Statement
- Consent for Release of Information

RMUoHP reserves the right to change any provision or requirement, including fees, contained in this informational document at any time with or without notice.

Please read this handbook carefully. Questions related to the content of this manual should be directed to the Program Director:

**General University/ Program Contact Information:**
Phone Number: 801.375.5125/ 866.780.4107 (toll free)
Fax 801.375.2125

**Program Director Information**
Dr. J. Wesley McWhorter PT, MPT, PhD
Phone: 801.734.6838
Email: wmcwhorter@rmuohp.edu
Fax: 801.734.6839

*Revised Jan 2012*
# Table of Contents

**Table of Contents** .......................................................................................................................... ii

**RMUoHP DPT Program Overview** ................................................................................................. 1

- Welcome ........................................................................................................................................... 1
- Description of the Profession of Physical Therapy ........................................................................... 1
- Institution Mission ........................................................................................................................... 2
- Program Mission ............................................................................................................................... 2
- Program Philosophy .......................................................................................................................... 2
- Goals and Expected Outcomes ........................................................................................................ 3
- Accreditation ..................................................................................................................................... 5
- Core Performance Standards ........................................................................................................... 6
  - Technical Standards for Admission, Promotion and Graduation .................................................. 6
- Professional Behaviors ..................................................................................................................... 9
- Equal Access and Opportunity: Non-discrimination policies ............................................................. 10
  - Learning Disabilities/Physical Challenges .................................................................................. 11
- Student Acknowledgement of Policies and Procedures .................................................................. 11

**ACADEMICS** ................................................................................................................................. 12

- Academic Advisement ..................................................................................................................... 12
- Transfer of Credits ............................................................................................................................ 12
- Course Delivery ................................................................................................................................. 12
- Course Types .................................................................................................................................... 12
- Curriculum ......................................................................................................................................... 12
- Grading Policies ............................................................................................................................... 21
  - RMUoHP Grading Scale (from the University Handbook) ............................................................ 22
- Course Grade Designations .............................................................................................................. 22
- Progression in the DPT Program: ..................................................................................................... 24
- Warning and Probation Status ........................................................................................................ 25
- Dismissal from DPT Program ........................................................................................................... 26
- Practical Exam Competency: .............................................................................................................. 27
Competency Prior to Clinical Education Participation ................................................................. 27

Remediation of Non-Acceptable Student Performance: ............................................................. 28
  Non-acceptable Academic performance- Remedial work ......................................................... 28
  Repeating a course/semester ............................................................................................... 28
  Remediation of Non-Acceptable Clinical Performance ......................................................... 29
  Remediation of Non-Acceptable Professional Behavior/ Performance .................................... 29

Requirements for Graduation ..................................................................................................... 29

Withdrawal Policy ..................................................................................................................... 30

Readmission .............................................................................................................................. 30

University Honor Code ............................................................................................................ 30

Conduct and Behavior ............................................................................................................. 32

Violations of Academic Integrity and Code of Conduct ............................................................ 33
  APTA Code of Ethics ............................................................................................................ 34
  Code of Ethics for the Physical Therapist ............................................................................. 34

Additional DPT Program Policies .............................................................................................. 38

Attendance .................................................................................................................................. 38
  Classroom Absence .............................................................................................................. 38
  Clinical Education Absence ............................................................................................... 38

Appearance and Attire ............................................................................................................. 38
  Corrective Action in Regard to Student Attire .................................................................... 39

Cell Phone Policy .................................................................................................................... 39

Class Cancellation .................................................................................................................... 39

Class Representatives ............................................................................................................. 40

Clinical Education Policies ..................................................................................................... 40

Criminal Background Investigation/Drug Screening ................................................................. 40

Employment while enrolled in School ....................................................................................... 41

Employment Opportunities Following Graduation .................................................................. 41

Health Insurance ...................................................................................................................... 41

Health Testing ........................................................................................................................... 41

Potential Health Risks of Students .......................................................................................... 41
  Student Safety/Injury ............................................................................................................. 42

Laboratory Policies and Procedures ........................................................................................ 42
  Laboratory Attendance Policy .............................................................................................. 42
  Lab Participation Policy ....................................................................................................... 42
  Personal Health Requirements for Lab Participation ............................................................. 43
  Dress and Grooming Standards for Lab Participation ........................................................... 43
  General Lab Policies ............................................................................................................ 44
Guests in RMUoHP Laboratories .......................................................... 44
Use of Chemicals and Lab Substances ................................................. 45
Use of Human Subjects and Informed Consent .................................. 45

Liability Insurance .............................................................................. 45
Licensure ............................................................................................. 45
Medical Conditions, including Pregnancy ......................................... 45
Professional Organization Membership ............................................. 46

University and Other Policies/Information ...................................... 47

Alcohol and Drug Awareness .............................................................. 47
Campus Security and Student Safety .................................................. 47
  General Suggestions for Preventing Personal Injury ....................... 49
  Infection Control Policies ................................................................. 49
Blood Borne Pathogen Program .......................................................... 50
Library, Resource Center, and Bookstore ......................................... 52

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ................. 53

HIPAA and Related Policies ............................................................... 54
Identification ....................................................................................... 54
Laptop Requirement .......................................................................... 54
Program Complaint ............................................................................ 54
Program Expenses and Financial Aid ................................................. 55
Registration Process .......................................................................... 55

Appendix ............................................................................................ 1

Student Release, Informed Consent and Waiver .................................. 3
DPT Program Disclosure Form ............................................................ 4
Health Insurance Statement ................................................................. 6
Consent for Release of Information .................................................... 7
Waiver of Medical Care ....................................................................... 8
Multimedia Consent/Release Form ..................................................... 9
Guest Participant Informed Consent Form ........................................... 10
Authorization for Electronic Use of Signature .................................... 11
RMUoHP DPT Program Overview

Welcome

Welcome to the Doctor of Physical Therapy (DPT) program and Rocky Mountain University of Health Professions (RMUoHP)! We are glad that you have chosen to pursue your education with RMUoHP. Your selection into the program reflects our acknowledgement of your past achievements and confidence in your future potential. The academic and clinical demands of this program require high standards of performance from you. We also have a strong commitment to you, the student, to help you in your education and development as a Professional in the field of Physical Therapy.

One of our first responsibilities is to orient you to the Program and your role in the process. This Student Handbook is intended to assist with that process. Please read and become familiar with this handbook and keep it available as a reference. Please provide us with any feedback regarding the handbook or the program. Please let us know if you are having trouble in any course and need special tutoring or other help. We also encourage you to help one another, studying cooperatively, rather than competitively, while taking responsibility for your own work, knowledge and skill development. Our goal is for ALL of you to succeed.

The profession of physical therapy will challenge you to become the best you can, and we anticipate that your education will challenge you to develop, both academically, clinically, professionally, and personally. We invite you to set your goals high to excel and become a valued part of the physical therapy program and the physical therapy profession.

Description of the Profession of Physical Therapy

“Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes; interact and practice in collaboration with a variety of professionals; address risk; provide prevention and promote health, wellness and fitness; consult, educate, engage in critical inquiry and administrate; and direct and supervise the physical therapy service, including support personnel.”

“Physical therapists assume leadership roles in rehabilitation: in prevention health maintenance, and programs that promote health wellness and fitness; and in professional and community organizations….The practice of physical therapy necessitates that the individual physical therapist engages in specific and complex cognitive, psychomotor and affective behaviors when providing services to patients/clients, families, or caregivers. Using their body of knowledge, physical therapists integrate five elements of care in a manner designed to maximize the patient’s outcome: examination, evaluation, diagnosis, prognosis and intervention.”

Physical therapists practice in a broad range of inpatient, outpatient and community based settings and treat age groups ranging from newborns to geriatric patients.

Institution Mission
The Mission of Rocky Mountain University of Health Professions is to educate current and future healthcare professionals for outcomes-oriented, evidence-based practice.

Program Mission
The mission of the Doctor of Physical Therapy program is to provide a student-centered education that prepares graduates for socially responsible, outcomes-oriented, evidence-based, autonomous and collaborative practice.

Program Philosophy
Rocky Mountain University of Health Professions (RMUoHP) has established itself as an innovative center of higher learning that is dedicated to providing a student-centered, outcomes-oriented education that threads the concepts of evidence-based practice throughout all of its programs. The DPT program strives to attract a dynamic and diverse faculty who possess a common desire to shape the physical therapists of tomorrow by modeling both clinical and teaching excellence. By design, the DPT program is expanding upon the progressive model of the University by incorporating advances in technology and educational theory in the development and implementation of the program.

RMUoHP recognizes that even with the best technology and curriculum, the heart and soul of the program is the student. Our program will cater to highly motivated students who wish to be active participants in their education.

In keeping with both the University and Program Missions, RMUoHP graduates will be prepared to enter the physical therapy workforce as skilled and ethical members of the health care community.

The DPT curriculum foundationally rests in the current literature on adult learning, including:

- Learning is enhanced in a learner-centered model of education, where students are actively involved in the teaching/learning process. This model of education recognizes multiple methods for effectively engaging students in their learning. Curricular methods include internet learning, lecture, skills laboratories, group discussions and inquiry, case-studies, student presentations, independent study, writing components, and clinical experience.
- As the program progresses, teacher-student collaboration in the educational process increasingly encourages the student to take responsibility for their own learning, discovery, and application of new knowledge and skills.
- Practical application and clinical education occur at appropriate intervals throughout the curriculum. This sequencing of learning recognizes the importance of active and clinically relevant learning for the adult.
- Student learning is enhanced when the faculty model and encourage critical reflection. In discussions of clinical cases, the faculty actively consider interpretations, develop hypotheses, and present intervention strategies that are integrated into existing or new cognitive frameworks or schemes. A balance of open-mindedness and questioning is demonstrated using varied teaching strategies and patient management approaches.
- Course content builds on the student’s existing knowledge base, progressing from simple to complex conceptualization and advancing from concrete to abstract analysis.
Program activities and curricular content are not focused solely on technical skills and knowledge, but also facilitate the development of the student as a professional. Student development of core values and skills is enhanced through appropriate faculty interaction and modeling of professional behaviors and attitudes.

Assessment of student learning and preparation for clinical practice is an intentional and integrated component of student learning. Assessment methods attempt to facilitate understanding rather than rote memorization and include a variety of evaluation methods, including ability-based assessment utilized to facilitate the use of knowledge and psychomotor skills.

Goals and Expected Outcomes

Our educational goals flow out of the DPT program’s Mission Statement and the University’s Core Values.

Program level goals include the following:

1. Create a learning environment which will inform and enhance student understanding and application of professional and socially responsible attitudes and behaviors, both in school and in clinical practice.
2. Facilitate student ability to practice autonomous, collaborative physical therapy and provide service to health care consumers in a competent, caring, ethical, and legal manner.
3. Develop and integrate critical thinking and clinical reasoning skills into evidence-based Practice (EBP) learning activities.
4. Provide student-centered learning experiences in a variety of current and cutting edge methodologies containing content consistent with CAPTE accreditation expectations, current learning theory, APTA policies and documents, and both contemporary and best practice standards.
5. Utilize current technologies to enhance student learning, including opportunities for electronic media instruction and communication.
6. The program will be recognized as a leader in the state of Utah and the professional community in the provision of service and professional growth opportunities.

Program level outcomes related to these goals include:

1. Professional and socially responsible behaviors and attitudes are taught and assessed in the DPT program (Goal 1 and 2)
2. Courses consistently incorporate EBP principles and critical thinking skills (Goal 3)
3. The DPT curriculum incorporates innovative models, methodologies and delivery methods. (Goal 4)
4. A majority of courses utilize the web based learning management system and incorporate other current technologies in the delivery and assessment of teaching and learning. (Goal 5)
5. Provide service and opportunities for growth to the local and professional communities. (Goal 6)

The faculty goals of RMUoHP are derived from the University’s belief that all faculty members must facilitate active learning on the part of their students through modeling exemplary educational, clinical and leadership skills.
Therefore, the RMUoHP DPT faculty will:

1. participate in scholarly activities that result in publication, presentations or other products or activities that promote or enhance the field of physical therapy;
2. demonstrate service and leadership in the physical therapy;
3. include a mix of professionals that strive for excellence in academic teaching and clinical expertise;
4. model professional behaviors and attitudes such as lifelong learning and professional duty to students, colleagues, and the community.

Outcomes related to faculty goals include the following:

1. Faculty perform scholarly activities that enhance the field of physical therapy, including activities such as publishing in peer reviewed journals, contributing to text books, reviewing of professional journals, and developing new instructional techniques and technology. (Goal 1)
2. Faculty provide service and leadership in the profession by being active in professional and/or community organizations and by promoting physical therapy in the local community, instructing continuing education courses, acting as onsite reviewers for CAPTE, consulting with other PT and PTA programs or other such activities. (Goal 2)
3. Faculty credentials meet or exceed minimum levels for academic and clinical excellence established by the University and consistent with accreditation standards. (Goal 3)
4. Faculty incorporate current, appropriate methodologies into teaching that reflect a student-centered philosophy, while encouraging student responsibility for learning. (Goal 3)
5. Faculty improve their academic and/or clinical skills through professional development activities such as continuing education, specialty certification and clinical practice. (Goal 3)
6. Faculty model professional attitudes and behaviors. (Goal 4)

The Program goals for students and Expected Student Outcomes flow from our Mission Statement, philosophical base, and programmatic goals. They are a reflection of the practice management expectations found in the normative model of physical therapist professional education, version 2004, and the APTA Standards of Practice for Physical Therapy.

Goals:

Graduates of the RMUoHP DPT program will:
1. Demonstrate a minimum of entry level skill in autonomous practice that includes: screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, referral, and outcomes assessment activities.
2. Provide effectively managed physical therapy services to health care consumers in a socially responsible manner that demonstrates altruistic principles balanced with fiscal/fiduciary awareness.
3. Adhere to ethical standards of practice and legal/regulatory policies.
4. Provide leadership in the field of physical therapy by:
   a. demonstrating effective communication and collaboration in the provision of services as a part of the health care team;
   b. providing quality, culturally appropriate education and consultation to patients, family members, students, colleagues and the community, as well as promotion of prevention, fitness, and health/wellness; and
c. advocating for patients and the profession of physical therapy through professional and governmental organizations.
5. Demonstrate a commitment to excellence, lifelong learning, critical inquiry, and clinical reasoning by skillfully incorporating current evidence into physical therapy practice.
6. Demonstrate abilities to continue professional development, including self and peer evaluation.

Expected student outcomes related to the above goals include the following:

1. Graduates will demonstrate a minimum of entry level skill on the CPI for all Professional Practice and Practice Management performance criteria by the end of their terminal clinical internship. (Goals 1-6)
2. Graduates will pass National Physical Therapy Examination (NPTE) (Goals 1-4)
3. Graduates will be employed in the field of physical therapy within 6 months of graduation. (Goals 1-6)
4. Graduates will demonstrate leadership in the field of physical therapy by participating in appropriate local, national, and professional organizations and activities. (Goal 4)

Accreditation

Rocky Mountain University of Health Professions is accredited by the Northwest Commission on Colleges and Universities (8060 165th Avenue NE Ste 100, Redmond, WA 98052-3981), an institutional accrediting body recognized by the Secretary of the US Department of Education.

Rocky Mountain University of Health Professions has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses and that the program is progressing toward accreditation. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

DPT Faculty

Stephen C. Allison, PT, PhD
Cordell Atkins, PT, DPT
Janet Bezner, PT, PhD
Kaiwi Chung-Hoon, PT, PhD(c)
Brent Feland, PT, PhD
Timothy Flynn, PT, PhD, OCS, FAAOMPT
Merrill R. Landers, PT, DPT, OCS, PhD(c)
Stan Hartgraves, PT, PhD
Kevin Helgeson, PT, DHSc
Wayne Johnson, PT, PhD
Misti Timpson, PT, DPT, NCS

Jeffery D. Lau, PT, DPT, OCS, CMPT
Rebecca Leonard, PT, MS, DPT, PCS
J. Wesley McWhorter, PT, MPT, PhD
Ulrike Mitchell, PT, PhD
Robert S. Pozos, PhD
Michael Ross, PT, DHSc, OCS
Ronald Scott, PT, EdD, LLM
Michael Skurja, PT, DPT, ECS
Paul Stoneman, PT, PhD
Mark Walker, PT, PhD
Core Performance Standards

Success in the DPT program at RMUoHP is most likely to be achieved when students come prepared to participate fully in the educational process. This preparation includes and assumes that students enter the program with a minimum level of ability in specific areas, termed “technical standards”, and will continue to develop those and additional skills and attitudes, called the Professional Behaviors. The combination of technical standards and professional behaviors is referred to as the Core Performance Standards. The Professional Behaviors in particular will be assessed periodically throughout the program. Inability to meet any of the Core Performance Standards may result in the need for remediation, probation, suspension or dismissal from the program. The Core Performance Standards are listed below.

Technical Standards for Admission, Promotion and Graduation

Physical therapy is an intellectually, physically, and psychologically demanding profession. Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout a physical therapist’s career. Those abilities that physical therapists must possess to practice safely are reflected in the Technical Standards that follow.

For successful completion of degree requirements, students must be able to meet these minimum technical standards with or without reasonable accommodation.

Observation skills

Observation requires the functional use of vision, hearing, somatic sensations, and the use of common sense. Candidates must have visual perception which includes depth and acuity. A student must be able to observe lectures, laboratory-dissected cadavers, and lecture and laboratory demonstrations. The student must be able to observe a patient accurately, observe digital and waveform readings and other graphic images to determine a patient’s condition. Candidates must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Examples in which these observational skills are required include: palpation of peripheral pulses, bony prominences and ligamentous structures; visual and tactile evaluation for areas of inflammation and visual and tactile assessment of the presence and degree of edema. A student must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals.

Communication skills

Communication includes: speech, language, reading, writing and computer literacy. Students must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with patients to elicit information regarding mood and activities, as well as perceive non-verbal communications. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team. Students must be able to complete forms according to directions in a complete and timely fashion.
Motor/Psychomotor skills

Students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, tapping and other evaluation maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as positioning large or immobile patients, gait training using therapeutic aids and orthotics, positioning, and performing manual mobilization techniques, performing non-surgical wound debridement, and placing electromyographic electrodes. Candidates must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment to patients. These skills require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.

Intellectual – Conceptual Integrative and Quantitative Analysis Abilities

To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient’s history, physical examination, and laboratory data, provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the medical literature in formulating treatment and plans is essential. In addition, students must be able to comprehend three dimensional relationships and to understand spatial relationships of structures. Candidates must have the ability to use computers for searching, recording, storing, and retrieving information.

Behavioral/Social Attributes and Professionalism

A student must possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior.

Specifically, students must be able to:

1. Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities.
2. Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat patients.
3. Read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
4. Complete readings, assignments, and other activities outside of class hours.
5. Apply critical thinking processes to their work in the classroom and the clinic.
6. Exercise sound judgment in class and in the clinic.
7. Participate in Clinical Experiences which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
8. Gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary (classmate, aide, etc).

9. Perform treatment activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.

10. Sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily. In clinical situations, alternately sit, stand, walk up to 10 hours daily.

11. Frequently lift weights less than 10 pounds and occasionally lift weights between 10 and 100 pounds.

12. Occasionally carry up to 25 pounds while walking up to 50 feet.

13. Frequently exert 75 pounds of push/pull forces to objects up to 50 feet and occasionally exert 150 pounds of push/pull forces for this distance.


15. Occasionally squat, crawl, climb stools, reach above shoulder level, and kneel.

16. Frequently move from place to place and position to position at a speed that permits safe handling of classmates and patients.

17. Frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.

18. Occasionally climb stairs and negotiate uneven terrain.

19. Frequently use their hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.

20. Frequently coordinate verbal and manual activities with gross motor activities.

If a student cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the student to request reasonable accommodation. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from completing certain tasks; it does mean that the DPT Program will work with students with disabilities to determine whether there are ways that we can assist the student toward successful completion of the tasks.

Candidates for admission with a disability are not required to disclose the specifics of their disabilities, but prior to the start of DPT classes, they must indicate that they can complete these tasks, with or without reasonable accommodation. Students who cannot complete these tasks, even with accommodation, are ineligible for admission. Any previously made offer of admission will be withdrawn. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, or that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Candidates for admission who have questions about this document or who would like to discuss potential accommodations/program modifications should contact the Program Director of the Doctor of Physical Therapy Program. The specific process is outlined in the University Handbook.
Professional Behaviors

The program expects DPT students to develop and demonstrate 10 professional behaviors important to the practice of physical therapy. These are adopted from the work of Warren May, PT, and colleagues. “In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

- **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, Written, etc...)

- **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 direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

References: Adapted from: Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA: Professional Behaviors for the 21st Century, 2009-2010

**Equal Access and Opportunity: Non-discrimination policies**

Administrators, faculty, and staff at RMUoHP are committed to providing equal access to education and employment opportunities to all regardless of age, race, religion, color, national and ethnic origin, gender, sexual orientation, disability, and military status. The University is also committed to providing equal access/opportunity in admissions, recruitment, course offerings, facilities, counseling, guidance, advising, and employment and retention of personnel and students. The administration is committed to implementing federal and state laws and regulations governing equal access/opportunity. It further extends its commitment to fulfilling the provisions of Title IX, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA). These non-discriminatory policies and practices are an integral part of the mission of the University, and the Diversity and Disabilities Advisory Committee helps ensure that equal access and opportunity policies are followed.

Additionally, the University complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding these policies, the filing of grievances or grievance procedures on these matters may be directed to the VPSS. Inquiries regarding federal laws and regulations concerning nondiscrimination in education or RMUoHP compliance with those provisions may be directed to the Office of Civil Rights, U.S. Department of Education, 221 Main Street, Suite 1020, San Francisco, California 94105.

RMUoHP adheres to the principles of Section 504 of the Rehabilitation Act of 1973, which provides that no otherwise qualified student with a disability shall solely for reason of his or her disability be excluded from the participation in, be denied benefits of, or be subjected to discrimination in the program. RMUoHP does not exclude qualified persons with disabilities from any course of study, or any other part of the program (refer to section on skills for further explanation of what essentials are necessary to function within a given health science discipline). RMUoHP’s students with disabilities must meet the requirements and levels of competency required of all students in the program. To assist students with disabilities in fulfilling these responsibilities of the program, every reasonable effort is made to accommodate special needs of such students. All applicants with disabilities are advised of this policy at the time of their application and/or acceptance to the University.

The RMUoHP campus has wheelchair access to all areas, including the student lounge, conference rooms, classrooms, laboratories, and main lobbies. Restrooms are equipped for individuals with mobility-challenges.
Students requiring special considerations during laboratory exercises will be required to pay for any extra expenses incurred by the University to meet these special needs. For example, if a female student’s religious beliefs require that she perform the laboratory exercise isolated from the male students and male faculty, the student will be responsible for paying the rent on the extra room, the female lab instructor and any other additional costs.

**Learning Disabilities/Physical Challenges**

RMUoHP adheres to the Americans with Disabilities Act of 1990 that provides comprehensive civil rights protection for “qualified individuals with disabilities.” Please refer to the University Handbook for additional information.

**Student Acknowledgement of Policies and Procedures**

DPT students are responsible for the contents of this DPT Student Handbook, the DPT Program Clinical Education Handbook and the RMUoHP University Handbook. Prior to admission, potential students will complete and sign the “Student Disclosure Form.” The “Student Acknowledgment of Program Policies and Procedures Form” is to be completed and signed upon matriculation into the program at the time of orientation. Individual course syllabi may include additional standards.
ACADEMICS

Academic standards specific to the Doctor of Physical Therapy Program are listed below. Refer to the University Handbook for institutional standards.

Academic Advisement

Academic advisement is an important part of the educational process in the DPT Program. Once a student is enrolled, he/she will be assigned to a DPT faculty member who will serve as the student’s advisor. All new first year students are to meet with their academic advisor within the first 8 weeks of the first semester and each semester throughout the program as needed.

Transfer of Credits

It is not anticipated that many students would have credits to transfer into the DPT program, except under unusual circumstances. In the event that this should be the case, students should refer to the University Handbook for institutional policy on the transfer of credits, and consult with the program director. All potential program transfer credits for the DPT program must be submitted for approval prior to enrollment in the DPT program. See the University Handbook for further information.

Course Delivery

RMUoHP offers blended course delivery, which includes course delivery enhancement via the University’s learning management system, WebStudy. Each course may include submission of course materials, document sharing, and threaded discussion forums, or live “chats” via the WebStudy system. Within each blended program model, some courses may also include content delivered entirely through WebStudy. Each course syllabus clearly identifies to the student the expectations for both face-to-face and web-enhanced engagement. Additionally, eDPT students will complete coursework via the BioEspresso learning management system, and at off-site facilities while on integrated and terminal clinical affiliations.

Course Types

The DPT program offers four types of courses:

- **Onsite**: Courses that are taught on the RMUoHP campus in a traditional face to face format. These courses may be enhanced through use of the learning management system (LMS), WebStudy.

- **Online Course**: An online course is completed via the LMS (such as WebStudy or Bioespresso) and does not include much, if any, of the onsite, face-to-face component. An online course may have varying module timelines

- **Limited Residency**: These courses include live session taught on campus mixed with content delivered via the LMS

- **Clinical**: learning experiences completed in a clinical setting under the supervision of a clinical instructor and which include direct patient care. See the clinical education manual for complete information.

Curriculum
The program is a traditional campus-based program consisting of 8 semesters. Learning experiences will include classroom, laboratory, online, and off-site clinical education. There are a total of 133 credit hours required for successful completion of the program, including the credits earned for the 51 weeks of clinical education. By design, the DPT program relies on the progressive clinical and academic model demonstrated in current University programs. The DPT program incorporates technological and clinical advances as well as contemporary educational theory. RMUoHP, acknowledged for its excellence in faculty and educational programming, recognizes that even with the best technology and curriculum the heart and soul of the program is its students. The DPT program caters to highly motivated students who wish to be active participants in their education.

**Admission Requirements**

- **Completion of a Bachelor’s degree prior to the start of class.**
- **Minimum 3.0 cumulative GPA, with a minimum cumulative 3.0 GPA for prerequisite courses. Grades below “C” in prerequisite courses will not be accepted.**
- **Two courses of general chemistry (8 semester hours including labs) for science majors.**
- **Two courses of general physics with lab (8 semester hours including labs) for science majors.**
- **One course of biology (3 semester hours).**
- **One course in human anatomy with a lab (3 semester hours including labs).**
- **One course in physiology with a lab (4 semester hours including labs).**
- **One course of statistics (3 semester hours).**
- **Six semester hours in the behavioral sciences. Life span development is preferred.**
- **Verbal and Quantitative GRE scores. (Must be taken within 5 years of application.)**
- **100 volunteer hours or work experience with a licensed physical therapist (required; two different settings is highly recommended).**
- **U.S. resident.**
- **All applicants must review the DPT Student Handbook prior to applying.**

* A two-semester anatomy and physiology combination course, with lab, may be used to fulfill the human anatomy and physiology requirement (7 semester hours including labs).
<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 700</td>
<td>Physical Therapy and Professionalism</td>
<td>3</td>
</tr>
<tr>
<td>PT 701</td>
<td>Foundational Sciences 1: Human Anatomy</td>
<td>5</td>
</tr>
<tr>
<td>PT 704</td>
<td>Intervention 1: Physical Therapy Procedures</td>
<td>3</td>
</tr>
<tr>
<td>PT 705</td>
<td>Critical Inquiry 1: Introduction to Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>PT 711</td>
<td>Foundational Sciences 2: Kinesiology/Pathomechanics 1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 707</td>
<td>Physical Therapy Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>PT 714</td>
<td>Intervention 2: Physical Agents</td>
<td>2</td>
</tr>
<tr>
<td>PT 715</td>
<td>Critical Inquiry 2: Biostatistics</td>
<td>2</td>
</tr>
<tr>
<td>PT 721</td>
<td>Foundational Sciences 3: Physiology/Histology</td>
<td>5</td>
</tr>
<tr>
<td>PT 724</td>
<td>Intervention 3: Therapeutic Exercise</td>
<td>2</td>
</tr>
<tr>
<td>PT 731</td>
<td>Foundational Sciences 4: Kinesiology/Pathomechanics 2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 720.2</td>
<td>The Socio-cultural Aspects of Human Interaction</td>
<td>1</td>
</tr>
<tr>
<td>PT 725</td>
<td>Evidence -based Practice 1</td>
<td>2</td>
</tr>
<tr>
<td>PT 727</td>
<td>Current Concepts in Rehabilitation</td>
<td>2</td>
</tr>
<tr>
<td>PT 733</td>
<td>Cardiopulmonary Physical Therapy and Exercise Science</td>
<td>3</td>
</tr>
<tr>
<td>PT 734</td>
<td>Musculoskeletal Physical Therapy 1</td>
<td>5</td>
</tr>
<tr>
<td>PT 741</td>
<td>Foundational Sciences 5: Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 736</td>
<td>Prosthetics, Orthotics, and Amputee Training</td>
<td>2</td>
</tr>
<tr>
<td>PT 737</td>
<td>Current Concepts in Rehabilitation 2</td>
<td>1</td>
</tr>
<tr>
<td>PT 742</td>
<td>Pathophysiology</td>
<td>2</td>
</tr>
<tr>
<td>PT 744</td>
<td>Musculoskeletal Physical Therapy 2</td>
<td>5</td>
</tr>
<tr>
<td>PT 754</td>
<td>Neuromuscular Physical Therapy 1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 710</td>
<td>Ethics in Physical Therapy Practice</td>
<td>2</td>
</tr>
<tr>
<td>PT 726</td>
<td>Physical Therapy and the Integument</td>
<td>2</td>
</tr>
<tr>
<td>PT 730</td>
<td>Introduction to Health Promotion and Wellness</td>
<td>2</td>
</tr>
<tr>
<td>PT 738.2</td>
<td>Physical Therapy Experience (6 weeks)</td>
<td>6</td>
</tr>
<tr>
<td>PT 764</td>
<td>Neuromuscular Physical Therapy 2</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 712</td>
<td>Evidence-based Concepts of Musculoskeletal Imaging</td>
<td>1</td>
</tr>
<tr>
<td>PT 735</td>
<td>Evidence-based Practice 2</td>
<td>2</td>
</tr>
<tr>
<td>PT 716</td>
<td>Pharmacotherapy</td>
<td>2</td>
</tr>
<tr>
<td>PT 774</td>
<td>Research (Optional)</td>
<td>2*</td>
</tr>
<tr>
<td>PT 788</td>
<td>Clinical Internship 1 (15 weeks)</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>16-18</strong>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 746</td>
<td>Differential Diagnosis/Physical Assessment</td>
<td>2</td>
</tr>
<tr>
<td>PT 740</td>
<td>Management Sciences in Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>PT 745</td>
<td>Evidence-based Practice 3</td>
<td>1</td>
</tr>
<tr>
<td>PT 798</td>
<td>Clinical Internship 2 (15 weeks)</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 755</td>
<td>Evidence-based Practice 4</td>
<td>2</td>
</tr>
<tr>
<td>PT 799</td>
<td>Clinical Internship 3 (15 weeks)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

|        | **Program Total** *(2 credits optional for research)*                      | **133-135*** |
Year 1, Semester 1, Summer 2011
(17 credits)

PT 700  Physical Therapy and Professionalism  (3 credits)  An overview of the healthcare delivery system and of the professional roles of practicing physical therapists is presented. Students evaluate the interdisciplinary roles of medical and rehabilitation co-professionals and extenders, including, among others, medical doctors, nurses, physical, occupational and speech therapists, chiropractors, social workers, and physical therapist assistants. The history and development of modern-day physical therapy in the United States is examined in depth and includes the study of the collaborative nature of twenty first century healthcare practice. (Lecture 3)

PT 701  Foundational Sciences 1: Human Anatomy  (5 credits)  The study of human anatomical structures as they relate to movement and the physiological demands of activity and exercise. A regional approach to the study of structures is aided by specimens, models, and videotapes. The course is projected to have a strong interactive, online component. (Lecture 5)

PT 704  Intervention 1: Physical Therapy Procedures  (3 credits)  The first in a series of clinical skill courses; this introductory course focuses on basic principles and the development of psychomotor skills related to palpation, infection control, vital signs, clinical emergencies, body mechanics, positioning and draping, therapeutic massage, basic wheelchair prescription, transfers, bed mobility, and gait training of patients and clients. In addition, it introduces the student to the American Physical Therapy Association’s Guide approach to physical therapy practice and documentation. (Lecture 2/Lab 2)

PT 705  Critical Inquiry 1: Introduction to Research Methods  (2 credits)  This course will present an introduction to general research principles and research ethics. The student will be introduced to the following topics in the research process: question formulation, principles of measurement, basic research design and methodological features, issues of reliability and validity, and fundamentals of conducting a literature review. This course will also serve as an introduction to evidence-based practice. Quantitative article critiques will be conducted in class and outside of class. This course will provide the student with the necessary background to formulate a hypothesis-driven, research prospectus. (Lecture 2)

PT 711  Foundational Sciences 2: Kinesiology/Pathomechanics 1  (4 credits)  This course will examine the study of human movement including selected anatomical, structural, and functional properties of human connective tissues, muscular tissues, nervous tissues, and skeletal structures. Focus will be on the lower quarter. Emphasis will be placed on mechanical, neuroregulatory, and muscular influences upon normal and pathological motion. (Lecture 3/Lab 2)
Year 1, Semester 2, Fall 2011
(17 credits)

PT 707  Physical Therapy Evaluation
(2 credits)
This course will cover the elements of patient/client management with a focus on components of an examination and the development of the evaluation/diagnosis/prognosis process. Laboratory sessions emphasize examination skills with refinement of psychomotor skills learned during the first semester. The evaluative process will utilize the International Classification of Functioning and Disability (ICF) as the primary process for making a diagnosis and developing the prognosis/plan of care. The course also includes: introduction to documentation, history taking, examination tests and measures, outcome tools, and outcome assessments. (Lecture 1/Lab 2)

PT 714  Intervention 2: Physical Agents
(2 credits)
The second in the intervention series, this course focuses on the theory and physiological effects of selected physical agents/modalities, including indications and contraindications relevant to specific conditions. Biophysical Technologies include heat, cold, electrical current, light, sound, and other electromagnetic spectrum modalities, as well as intermittent compression and traction. In addition, the American Physical Therapy Association’s Guide will be reviewed relative to physical therapy modality practice. (Lecture 1/Lab 2)

PT 715  Critical Inquiry 2: Biostatistics
(2 credits)
The purpose of this course is to introduce the student to biostatistics, the science of evaluating information in a biological setting. This course will cover such topics as simple descriptive statistics, basic probability concepts, probability distributions (normal & binomial), sampling distributions, interval estimation, confidence intervals, hypothesis tests, and one and two-sample t-tests. (Lecture 2)

PT 721  Foundational Sciences 3: Physiology/Histology
(5 credits)
A clinical approach to physiological systems most relevant to the practice of physical therapy. Content relates to the normal and abnormal muscle and nerve physiological function, growth and repair of bone and soft tissue, cardiopulmonary system functions, nutrition and digestion, endocrine regulation of metabolism, homeostasis and kidney function. Content includes the microscopic and submicroscopic structure of mammalian tissue. The course is projected to have a strong interactive, online component. (Lecture 5)

PT 724  Intervention 3: Therapeutic Exercise
(2 credits)
The third course in the intervention series, this course is designed to provide students with an overview of basic principles related to exercise, including acute and chronic physiologic adaptation to aerobic and anaerobic exercise. The impact various disease states have on exercise capacity will also be explored. In addition, the application of therapeutic exercise prescription and medical documentation will be emphasized as related to pathologic conditions commonly seen in physical therapy practice. (Lecture 1/Lab 2)

PT 731  Foundational Sciences 4: Kinesiology/Pathomechanics 2
(4 credits)
This course is a continuation of Kinesiology/Pathomechanics 1, and includes the study of human movement, including selected anatomical, structural, and functional properties of human connective tissues, muscular tissues, nervous tissues, and skeletal structures. Focus is on the upper quarter and spine. Emphasis will be placed on mechanical, neuroregulatory, and muscular influences upon normal and pathological motion. (Lecture 3/Lab 2)
Year 1, Semester 3, Winter 2012

(17 credits)

PT 720.2 The Socio-cultural Aspects of Human Interaction (1 credit)
General principles of human interaction, communication, and relationships are presented, including self, professional-patient, and interdisciplinary strategies for understanding adaptations to disease and disability. The development of skills to prepare students to be culturally competent in physical therapy practice is emphasized. (Lecture 1)

PT 725 Evidence-based Practice 1 (2 credits)
This is the first in a four-course sequence in evidence-based practice that provides students with the foundational knowledge and skills necessary to conscientiously, explicitly, and judiciously use current best evidence in making clinical decisions. This course builds on the information from the critical inquiry series. The course focuses on the components of evidence-based practice, formulating answerable clinical questions, and accessing and performing critical appraisals of evidence relevant to clinical practice. (Lecture 2)

PT 727 Current Concepts in Rehabilitation (2 credits)
This course focuses on current and evidence-based concepts in rehabilitation, including motor control, motor learning, exercise prescriptions, issues of wellness and health promotion, and the effects of aging. (Lecture 2)

PT 733 Cardiopulmonary Physical Therapy and Exercise Science (3 credits)
This course will prepare the student to effectively manage patients with cardiovascular and/or pulmonary impairments and disability. Emphasis is placed on the elements of patient client management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, development of a plan of care, intervention, and outcomes assessment and evaluation. Concepts of exercise physiology and practical application in physical therapy are addressed. (Lecture 2/Lab 2)

PT 734 Musculoskeletal Physical Therapy 1 (5 credits)
The first of two courses in this series, this course prepares the student to practice entry-level physical therapy relative to the management of musculoskeletal conditions. Information related to common orthopaedic conditions and diagnoses is presented. This course will concentrate on the lower extremities and the spine. Information regarding evidence-based approaches in critical thinking and application of psychomotor skills related to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment is emphasized. A primer on differential diagnosis and evaluation tools is presented to help students recognize problems that are beyond the physical therapy scope of practice and when/how to refer appropriately within the healthcare community. (Lecture 4/Lab 2)

PT 741 Foundational Sciences 5: Neuroscience (4 credits)
This course includes the study of human neuroanatomy and neurophysiology, with emphasis on the relationship between structure, function, and control of the human nervous system in normal and diseased states. (Lecture 4)
Year 2, Semester 1, Summer 2012
(15 credits)

PT 736 Prosthetics, Orthotics and Amputee Training (2 credits)
This course focuses on care of the patient who has had an amputation or condition that requires external support, including care related to underlying conditions and comorbidities. Topics such as care of residual limb, prosthetics and orthotics, and associated care and training will be discussed. (Lecture 2)

PT 737 Current Concepts in Rehabilitation 2 (1 credit)
The second of two current concepts courses, this course focuses on varying topics related to current practice in Physical Therapy including teaching and learning, clinical education, professionalism, and specialty practice topics.

PT 742 Pathophysiology (2 credits)
This course expands on concepts introduced in anatomy and physiology and focuses on pathophysiology and disease frequently seen in physical therapy practice. (Lecture 2)

PT 744 Musculoskeletal Physical Therapy 2 (5 credits)
The second of two courses in this series, this course prepares the student to practice entry-level physical therapy relative to the management of the musculoskeletal conditions. This course will concentrate on the upper extremities, trunk and the cervical spine. Information related to common orthopaedic conditions and diagnoses is presented. Information regarding an evidence-based approach in critical thinking and application of psychomotor skills related to examination, evaluation, diagnosis, prognosis, intervention, and outcomes assessment is emphasized. A primer on differential diagnosis and evaluation tools is presented to help students recognize problems that are beyond the physical therapy scope of practice and how/when to refer appropriately within the healthcare community. (Lecture 4/Lab 2)

PT 754 Neuromuscular Physical Therapy (5 credits)
The first of two courses in this series, this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will apply the elements of patient/client management in physical therapy practice, including screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes assessment to the patient with neuromuscular dysfunction. The emphasis in this first course will be on the pediatric patients developing toward adulthood. (Lecture 4/Lab 2)

Year 2, Semester 2, Fall 2012
(17 credits)

PT 710 Ethics in Physical Therapy Practice (2 credits)
This course provides a comprehensive overview of physical therapy ethics. Students define and distinguish moral, ethical and legal duties in practice, analyze the APTA’s core values, Code of Ethics and Guide for Professional Conduct, and compare and contrast professional association ethical standards and state licensing board ethical standards. The four foundational biomedical ethical principles of beneficence, non-maleficence, autonomy and justice are examined and applied to practice. (Lecture 2)
PT 726  Physical Therapy and the Integument  (2 credits)
This course focuses on the care of the integumentary system, including burns, wounds, and decubitus ulcers, and underlying diseases which can lead to these conditions. Special attention is given to the care of individuals with insensitive limbs, and other comorbidities. (Lecture 1/Lab 2)

PT 730  Introduction to Health Promotion and Wellness  (2 credits)
This course will provide an overview of the concepts of health promotion, health education, public health, primary prevention, lifestyle, behavior, and wellness and, based on evidence, their relationships to each other and to secondary and tertiary care. The historical relevance of and evidence for focusing on individual and social determinants of health will be explored and an ecological model combining both approaches will be introduced. Typical intervention sites for effective health promotion programs will be discussed as well as a framework for implementing programs. (Lecture 2)

PT 738.2  Physical Therapy Experience (6 weeks)  (6 credits)
The first of four clinical education courses, this course is designed to facilitate socialization of DPT students to the clinical environment and to apply knowledge and basic skills developed up to this point in the curriculum in a real world setting. Students will participate in direct patient care while being instructed and supervised by clinical faculty members. Student activities may include, but are not limited to, patient examination, patient treatment, patient and family education, article presentations, and aspects of patient care. (Clinical Experience)

PT 764  Neuromuscular Physical Therapy 2  (5 credits)
The second of two courses in this series, this course prepares the future physical therapist to effectively manage patients with neuromuscular dysfunction. Students will incorporate and build upon concepts and skills developed in the first course. Students will learn to effectively manage adult patients with specific neurological diagnoses. Emphasis will be placed on using an evidence-based approach to developing knowledge and skills in managing a variety of common conditions, including spinal cord injury, cerebrovascular accident, vestibular dysfunction, traumatic brain injury, and multi-system neurologic conditions. The effects of aging and Geriatric neurological conditions will also be considered. (Lecture 4/Lab 2)

Year 2, Semester 3, Winter 2013
(16-18 credits)

PT 712  Evidence-based Concepts of Musculoskeletal Imaging  (1 credit)
This course presents the latest concepts in musculoskeletal imaging as related to evidence-based diagnosis in physical therapy practice. Methods of image acquisition and the appearance of normal anatomy and pathology are presented for a spectrum of musculoskeletal imaging modalities. Clinical application and case examples of the imaging procedures are presented. (Lecture 1)

PT 716  Pharmacotherapy  (2 credits)
This course will introduce basic pharmacological concepts such as pharmaco-therapeutics, dynamics, and kinetics and their application to physical therapy practice. The impact of prescribed and over the counter (OTC) drugs on the outcome of therapy interventions will be explored. The course also emphasizes current evidence regarding medication/drugs and their relation to physical therapy practice. (Lecture 2)
PT 735 Evidence-based Practice 2 (2 credits)
The second in a four course series, this course builds on all previous course work in EBP and is designed to prepare physical therapy students with the knowledge, skills and abilities necessary to make independent judgments about the validity of clinical research and to implement evidence-based clinical practice in their clinical rotations. This course will focus on the concepts of evidence-based practice, with emphasis on forming answerable clinical questions and effective literature search strategies. The EBP approach will prepare students to find, appraise, and integrate evidence for clinical decision-making, with particular emphasis in this course on: 1) prognosis for a given patient; and 2) the effectiveness of clinical interventions. Based on presentation of case scenarios, students will be able to formulate the key question(s), rapidly search medical and health-related databases, select best available evidence, appraise the evidence using the EBP approach, and describe application of the evidence in a clinical context. (Lecture 2)

PT 774 Research (Optional) (2 credits)
This course will provide students with the necessary background and experience to formulate a clearly delineated, hypothesis-driven or question-related research proposal that can be used to convince funding agencies and/or doctoral committees to support the study. In addition, this course will provide key information about the Institutional Review Board process so that the student will be able to assure a safe and ethical environment for their volunteer subjects. (Lecture 2)

PT 788 Clinical Internship 1 (15 weeks) (11 credits)
The second of four clinical education courses, this course is designed to incorporate knowledge and skills obtained and enhanced during the first short term clinical experience and synthesize information and skills developed in the final didactic portion of the curriculum. Students will participate in direct patient care while being instructed and supervised by clinical faculty members. Student activities may include, but are not limited to, patient examination, patient treatment, patient and family education, article presentations, and all aspects of patient care and most aspects of patient/client management. It is anticipated that the student PT should be able to carry a caseload and work independently (with appropriate supervision) with most simple and many complex patient types by the end of this clinical experience. (Clinical Experience)

Year 3, Semester 1, Summer 2013
(17 credits)

PT 740 Management Sciences in Physical Therapy (3 credits)
This course examines current issues and trends in physical therapy clinical management. Specific topics include: (1) healthcare malpractice and business, contract, criminal, and education law concepts and case, statutory and regulatory law; (2) informed consent; (3) organizational theory, behavior, and culture; (4) leadership and management principles; (5) human resource management issues; (6) healthcare finance; (7) marketing of PT professional services; and (8) information, quality, and risk management. (Lecture 3)

PT 745 Evidence-based Practice 3 (1 credit)
This is a distance education course performed in conjunction with the clinical internship. The student will be expected to formulate a clinical question based on a patient case or cases seen on the clinical rotation. The student will submit a Critical Appraisal of Topic
(CAT) demonstrating the application of EBP principles related to the care of an individual patient. (Lecture 1)

PT 746 Differential Diagnosis/Physical Assessment (2 credits)
This course builds on examination, evaluation, and screening knowledge and skills introduced in previous courses focusing on differential diagnosis/physical assessment as it applies to physical therapy. This course covers concepts of probability-based differential diagnosis and presents the evidence for diagnosis using properties of diagnostic tests such as sensitivity, specificity, likelihood ratios, and predictive values. Pathology of the major body systems and regions will be covered with current evidence-based practice diagnostic standards as they are available in the professional literature. (Lecture 2)

PT 798 Clinical Internship 2 (15 weeks) (11 credits)
The third of four clinical education courses, this course is designed to incorporate knowledge and skills obtained and enhanced during the first two clinical experiences and synthesize/appraise information and skills developed in the final didactic portion of the curriculum. Students will participate in direct patient care while being instructed and supervised by clinical faculty members. Student activities may include, but are not limited to, patient examination, patient treatment, patient and family education, article presentations, and all aspects of the patient/client management model appropriate to the setting. It is anticipated that the student PT will be able to demonstrate entry-level performance by the end of this clinical experience for many of the criteria. (Clinical Experience)

Year 3, Semester 2, Fall 2013 (17 credits)

PT 755 Evidence-based Practice 4 (2 credits)
This is a distance education course performed in conjunction with the clinical internship. The student will be expected to develop and present a case report on a patient/client whom he/she has directly examined and for whom he/she provided interventions during his/her clinical internships. (Lecture 2)

PT 799 Clinical Internship 3 (15 weeks) (15 credits)
This final clinical education course is designed to incorporate knowledge and skills obtained and enhanced during the first three clinical experiences and synthesize/appraise information and skills developed in the final didactic portion of the curriculum. Students will participate in direct patient care while being instructed and supervised by clinical faculty members. Student activities may include, but are not limited to, patient examination, patient treatment, patient and family education, article presentations, and all aspects of the patient/client management model appropriate to the setting. It is anticipated that the student PT will be able to demonstrate entry-level performance by the end of this clinical experience. (Clinical Experience)

Grading Policies
When all requirements are fulfilled for each course in which the student is officially registered, students receive a course grade. This grade is the faculty’s evaluation of the student’s understanding and performance as related to the stated objectives of the class. The faculty has the discretion whether to round up the numeric score to the nearest whole number in determining both assignment and final letter grades. Final letter grades are entered on a student’s official
academic record and numeric values are used to compute the student’s grade point average (GPA). Only grades earned at RMUoHP are used to determine GPA.

Because of the sequential design of the DPT program, most, if not all, courses must be completed satisfactorily in the listed order in the curriculum plan of study. See the Academic Standards and Program Progression section of this handbook for more information.

RMUoHP Grading Scale (from the University Handbook)

Table 2. Grading Scale

<table>
<thead>
<tr>
<th>Letter</th>
<th>Percentage</th>
<th>Grade Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>92-90</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>72- &amp; below</td>
<td>0.00</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>***</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>***</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>***</td>
</tr>
<tr>
<td>AE</td>
<td>Academic Extension</td>
<td>***</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>***</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>***</td>
</tr>
<tr>
<td>NS</td>
<td>Grade Not Submitted</td>
<td>***</td>
</tr>
<tr>
<td>R</td>
<td>Repeat Course</td>
<td>***</td>
</tr>
<tr>
<td>AC</td>
<td>Audit Course</td>
<td>***</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
<td>0.00</td>
</tr>
<tr>
<td>AF</td>
<td>Administrative Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

***No numeric value computed in GPA.

§ Indicate non-passing grades for programs beginning on or after January 1, 2011.

Course Grade Designations

**AW (Administrative Withdrawal)**
An “AW” grade is assigned when a student unexplainably discontinues a class, does not attend class, or fails to meet the requirements of an Incomplete contract as outlined. An AW affects the GPA, but may be replaced by repeating the course successfully. No fee refund occurs.

**AF (Administrative Failure)**
An “AF” grade is assigned when a student is dismissed from the University (refer to Dismissal Policy). An AF affects the GPA adversely. No fee refunds occur for work in progress.

**I (Incomplete)**
An “I” grade is assigned when extenuating non-academic circumstances, i.e., serious illness or other unavoidable circumstances, prevent the student from completing the course requirements by the agreed-upon deadline within the regular timeframe of the course. If the faculty member concurs with the student that extenuating circumstances are present, the student shall fill out an Incomplete Grade Contract that is signed by the faculty member and graduate program director (GPD). The Incomplete Grade Contract indicates the course requirements that must be completed and their due dates. The time for completion of incomplete assignments is determined by the faculty member and may not exceed the end date of the subsequent semester. The contract is not official until the student, faculty member, and the GPD have given signed approval. This contract will remain in the student’s University file. The Incomplete Grade Contract may be obtained from the registrar for a $50 fee, which covers the
administrative costs and required additional support from the faculty and GPD. This fee must be paid before the “I” is posted on the student’s transcript.

When all course requirements are completed as contracted, the faculty member will notify the registrar of the grade, and the registrar will complete the Incomplete Grade Contract to indicate the final grade earned.

Should the student fail to meet the requirements of the contract, the grade the student receives in the course will automatically change from an incomplete to an administrative withdrawal.

**IP (In Progress)**

An “IP” grade is assigned when a student completes all required coursework but, upon direction of the faculty, needs to remediate that work in order to pass the course. An “IP” must be removed by the end date of the subsequent semester or the course grade will be calculated from the previously graded work. An IP grade contract must be completed by the faculty member and signed by the student and GPD. This contract will remain in the student’s University file. The In Progress Grade Contract may be obtained from the registrar for a $250 fee, which covers the administrative costs and required additional support from the faculty and GPD. This fee must be paid before the “IP” is posted on the student’s transcript.

When all course requirements are completed as contracted, the faculty member will notify the registrar of the grade, and the registrar will complete the In Progress Grade Contract to indicate the final grade earned. The final grade will be determined by the faculty based upon multiple factors including, but not limited to, the degree of improvement in the work, the extra time allowed for work completion, and the level of effort involved.

Should the student fail to meet the requirements of the contract, the grade the student receives in the course will automatically change to the failing grade that would have been assessed prior to the remediation.

**AE (Academic Extension)**

An “AE” grade is assigned when the due date for coursework in a given course extends beyond the end of the semester. This extension is university-initiated and applies to the entire class. Thus, no form, fee or penalty is associated with this grade designation.

**W (Withdrawal)**

A “W” grade is assigned when a student withdraws from a course during the designated add/drop period (see Course Registration Procedure above) or when extenuating circumstances prevail after the add/drop period. Students must formally request withdrawals and must have been passing the course before such a request is made. The “W” grade does not affect the GPA. Any course for which a “W” is assigned must be repeated if the student wishes to continue in the program. The withdrawal process includes the following steps:

1. The student submits a letter (hard copy or email) to the GPD and registrar stating the desire to withdraw, the official date of the withdrawal, and the course(s) the withdrawal affects;
2. After review (with the Academic Dean and/or EVPAA/Provost input), the GPD rules on the request;
3. The student is notified of the decision within four weeks of the official request;
4. If approved, the student receives a “W” grade for the course. A “W” grade has no effect on the student’s GPA.
Failure to follow this procedure will result in an “AW” grade for the course. Students may be eligible for tuition refunds in accordance with the University refund policy as described in the student’s enrollment agreement.

**TC (Transfer Credit)**
A “TC” grade is assigned when the student receives transfer credit allowance from an external institution. A “TC” grade has no effect on the GPA. The policy on transfer credit is located on the University website.

**NS (Not Submitted)**
An “NS” grade is assigned when the student has submitted all required coursework and the final grade is pending from the faculty member. This has no effect on the GPA.

**R (Repeat of course)**
An “R” grade is assigned when the student has repeated a course for graded credit. Official enrollment in the course is required with payment of appropriate tuition and fees. Upon successful completion of the course, the previous grade will be changed to an “R,” which does not affect the student’s GPA for academic purposes; it will be included for determination of Satisfactory Academic Progress (SAP; see Satisfactory Academic Progress section). Only the “new grade” posted as the final grade will be used to compute the GPA as presented on the student's transcript. A course can only be repeated once. Students in the entry-level DPT program must follow program requirements regarding readmission to repeat a course.

**AC (Audit Course)**
An “AC” grade is assigned when the student takes the course for ungraded credit. An “AC” has no effect on the GPA. This is an official classification, but the student does not receive a grade or credit and does not submit coursework.

For information on different designations for University student status, please see the University Handbook.

**Progression in the DPT Program:**
Each course within the DPT curriculum is graded with letter grades [A-F] with the exception of Clinical Education courses, which are graded as Pass or Fail. For all courses within the PT curriculum, a grade of C+ or better (or Pass in the case of Clinical Education courses) must be achieved for progression in the program. Additional criteria for progression include: individual semester and cumulative program GPA of at least 3.00 out of 4.00; compliance with technical standards; and appropriate performance in Professional Behaviors. Students who fail to meet established criteria may be dismissed or be offered the opportunity to withdraw from the program based on a plan approved by the faculty.

At the completion of each academic term, the RMUoHP personnel will review each student's performance to determine if academic and clinical standards are met to allow progression or graduation. The faculty reserves the right to examine extenuating circumstances in each case of non-acceptable academic and/or clinical performance. The student may be required to provide documentation to support any extenuating circumstances. The student who passes all of her/his academic and clinical coursework satisfactorily, and meets professional behavior expectations, will progress in the Program and graduate. Required academic standards for progression are as follows:
1. Academic Course Grade Requirement:
   - Students in the DPT Program are required to maintain a 77% average or above and earn a final grade of “C+” or higher in any required course. If the student fails to receive a grade of “C+” or better in any DPT course in a semester, he/she will not be allowed to progress, or take courses that follow in the next semester except where remediation is allowed (see remediation section), and may be dismissed from the program.
   - Students are only allowed one grade of C+ in a given semester and will be placed on academic warning (AW).
   - Students receiving a grade of C+ or below in two or more courses in a given semester will not be allowed to progress and may be dismissed from the program.

2. Semester/Cumulative Grade Point Average (GPA) Requirement
   - A minimum semester GPA of 3.00 must be achieved. If the student does not achieve this requirement for any given semester, the student will be placed on academic warning or probation as defined in the University Handbook.
   - A minimum cumulative GPA of 3.00 must be maintained. If the student does not maintain this requirement, the student will be placed on academic warning or probation as defined in the University Handbook.

3. Clinical Education Course Grade Requirement: Each clinical education course must be passed with a grade of P (pass). Students should refer to the Clinical Education Handbook for specific information on clinical education course requirements.

4. Professional Behaviors and Technical Standards: Students in the DPT Program must demonstrate appropriate behaviors according to the DPT Program Professional Behaviors and technical standards documents. Because these standards reflect behaviors necessary for success as a physical therapist in the clinical environment, failure to demonstrate appropriate behaviors can result in actions addressing the specific deficiencies in professional behaviors that may include:
   - A need for additional coursework,
   - Additional clinical time,
   - Professional Behavior Warning status
   - A delay in progression or dismissal from the program.

Warning and Probation Status
A student will be placed on Academic Warning as a result of:
   - A cumulative GPA below 3.00
   - A semester GPA below 3.00
   - A single DPT course grade of C+ in a semester
   - A clinical education course grade that is not passing (such as Incomplete)
   - Not meeting requirements for Satisfactory Academic Progress (SAP) or Rate of Progress (ROP) requirements as defined in the University Handbook.
A student will be placed on Academic Probation after a student has been on academic warning for one semester if they fail to qualify to be removed from AW status. This would happen if any of the following occurred by the end of that academic warning semester:

- Failure to meet SAP/ROP requirements
- A cumulative GPA below 3.00
- A semester GPA below 3.00
- Any single course grade of C+

Disciplinary action which could lead to penalty or dismissal may also be taken against a student for the following:

- Violation of the DPT Program’s professional behavior, attendance or other policies
- Violation of the University honor code
- Not meeting all program requirements

A student placed on warning or probation will meet with his/her faculty advisor to develop a remediation plan in conjunction with the student progression committee that details requirements to remove the disciplinary status. Students on warning or probation will be monitored by the faculty advisor and student progression committee and assessed to ascertain if the requirements have been met. Depending on the nature and severity of other violations that lead to a disciplinary action, a student may be allowed to continue in the program with the development of a remediation plan by the student’s advisor in conjunction with the student progression committee.

To remove an academic warning or academic probation status, the student is required to:

- Have no final course grades of C+ or below in the next semester
- Achieve a semester GPA of at least 3.00 for the next semester
- Raise the cumulative GPA to a minimum of 3.00.
- Meet all SAP/ROP requirements as defined in the University Handbook.

Students under any other disciplinary action must meet the requirements of the remediation plan.

The student is not allowed to be on academic warning/probation for more than two semesters in an academic career in the DPT program (this includes a maximum of two separate semesters of academic warning). The student is allowed only one instance of academic probation in an academic career in the DPT program. Failure to remove the academic probation status after the semester of probation will result in dismissal from the program. If the student does not meet the conditions of other disciplinary action remediation plans by the designated time, he/she may be dismissed from the program by the Academic Dean upon recommendation from the Program Director, as noted in the section on conduct and behavior in the University Handbook. An official letter will be sent from the Registrar notifying the student of this action.

**Dismissal from DPT Program**

In addition to those conditions listed in the University Handbook, a student may be dismissed from the program for a variety of reasons, including but not limited to:

1. Inability to be removed from probation in the appropriate time frame.
2. A grade below C+ in any course.
3. Unsatisfactory performance (i.e. C+ or below) in two or more courses in one academic
semester.
4. Repeated tardiness and/or abuse of the stated attendance policy in any given course
5. Failure to maintain a cumulative minimum GPA of 3.00 according to guidelines noted in
   the progression section of the DPT Student Handbook.
7. Inability to meet the Professional Behavior or Technical standards of the DPT Program.
8. Evidence of academic dishonesty or violation of other appropriate conduct policies as
   noted in the University Handbook, including the alcohol, tobacco, and drug free
   environment policy.
9. Any determination by the DPT Faculty or the student progression committee that the
   student is unfit for practice as a physical therapist or is not meeting the requirements of
   the academic program or University.

Each individual case is discussed by the DPT faculty and/or student progression committee with
a recommendation to the program director. The student may be requested to provide input to
the faculty. The student is allowed to appeal any decision by following the appeal procedure.
See the University Handbook for additional information on progression, university status,
dismissal or appeals procedures.

**Practical Exam Competency:**

For courses involving clinical skills labs, a student must achieve competency in each clinical skill
specified by the instructor to pass the course. Laboratory practical examinations (practicums)
for each course have defined scoring and grading criteria. Students must demonstrate
appropriate safety measures in the performance of critical elements. On each practicum, all
critical elements must be passed and a score of 80% or better achieved in order to successfully
complete each laboratory examination and pass the course. If a student does not achieve the
standard of competence (80%), the student must re-take the practical exam until competence is
achieved, according to the following rules:

- If the student fails a practical exam once, the student may take the exam a second time, with the
  original instructor.
- If the student is not successful in passing the exam a second time, the student may take the
  exam a third time, with an additional instructor grading or present or with video taping of the
  exam.
- If the student fails a practical exam the third time, he or she will receive a failing grade (F) for both
  the practical exam and the course.
- The student’s score used by the faculty member in determining a course grade may improve as a
  result of the retake, but may not be greater than 80%. Specific grading criteria are delineated in
  each course syllabus.
- Remedial work for practical/lab skills may be assigned prior to retaking the practical exam. Timing
  of the exam will be at the discretion of the instructor.

Students should review specific course syllabi for additional information on requirements
pertaining to any given course.

**Competency Prior to Clinical Education Participation**

All students must demonstrate readiness to engage in clinical education based upon the
following criteria:

- Completion of all previous academic/didactic coursework with a minimum grade of C+, and
  cumulative GPA of 3.0.
- Completion of all Laboratory Practicum/Practical exam components with a minimum of 80% grading with no safety concerns
- Satisfactory demonstration of Professional Behaviors and technical standards with no concerns from Core faculty prior to clinical placement

See Clinical Education Handbook for additional information.

**Remediation of Non-Acceptable Student Performance:**

Non-acceptable performance may be either academic (including clinical) or professional. Consequences of non-acceptable academic work may be: 1) remedial work, 2) repeating a course/term, or 3) dismissal from the program.

**Non-acceptable Academic performance- Remedial work**

1. Remedial work may be allowed when academic performance is not acceptable in an academic course or a single clinical placement if it is recommended by the faculty member and approved by the student progression committee, that remediation is acceptable in that case. Such might be the case if performance on a single assessment was unacceptable. In general, remediation of a course for which the majority of assessments of a student’s performance were unacceptable would not be allowed.

2. Remedial work for a failed course is assigned by the individual faculty member in accordance with guidelines established by the student progression committee. This is expected be completed at a specified level of performance, within a specified time frame. The student progression committee, in consultation with faculty, reserves the right to require the student to repeat the entire course the next time it is offered. Depending on the situation the student may or may not be required to apply for readmission and an academic plan would be required for the student’s return.

3. Remedial work may be assigned only if remediation is needed in a single course in a given semester. Such would be the case if a student earned a grade below C+ in one course with all other grades at B- or better in that semester (or Pass for clinical courses).

4. It is expected that the remediation would be completed in the subsequent semester (typically no longer than 30 days after the end of the semester in which the unsatisfactory grade was assigned), and that the scope of the remediation would be appropriate to demonstrate competency to the minimum 77% level (or 80% in the case of lab practical skills) in that time frame.

5. A student will be allowed to remediate a failed course for only one DPT course per academic career. A remediated course grade can only be raised to a grade of C+ (or Pass in the case of clinical education courses).

6. A student may continue to progress in the academic portion of the DPT program while course remediation is in progress, with the understanding that if remediation is unsatisfactory, the student will be dismissed from the program. It is required that students demonstrate minimum levels of competence prior to full time clinicals during the 5th term and will not be allowed to participate in these affiliations until academic or part time clinical remediation is completed successfully. If the faculty requires the student to repeat the entire course the next time it is offered, the student would not be allowed to progress.

**Repeating a course/semester**

Repeating a course/semester may be necessary when academic performance is not
acceptable.

1. **Course Sequencing:** DPT courses are offered only once a year. Therefore, to repeat the course/term in proper sequence, the student would be unable to take these courses until the following year. If students must retake one or more courses the next time they are offered, they must apply for readmission to the DPT program in order to progress.

2. **Permission:** Permission of the Student progression committee, program director and Academic Dean is needed to re-enter the program. The student progression committee reserves the right to examine extenuating circumstances in each case of non-acceptable academic and/or clinical performance, before granting permission.

3. **Plan:** A plan to re-enter the program for the purpose of repeating a term will be developed by the DPT faculty. This plan may include, but is not limited to, repeating or auditing additional courses and/or demonstrating competency in clinical skills prior to continuing with clinical education courses.

4. **Grading:** The remedial grade will be used by the registrar’s office in recalculating the student’s overall grade point. The original course grade will be recorded as an “R” (repeat) on the student’s transcript.

### Remediation of Non-Acceptable Clinical Performance

The consequences of non-acceptable clinical performance may be: repeating the clinical experience or dismissal from the program.

1. **Repeating Clinical Courses:** Following unacceptable performance in any of the clinical courses, the DPT faculty may expect the student to repeat a clinical experience.

2. **Grading:** If the consensus is that the unsatisfactory clinical performance may be improved by a remedial clinical experience, a grade of IP (in progress) will be assigned and a remedial clinical placement will be arranged. The IP grade will be changed after completion of the make-up experience to a P or F grade. If the student’s performance in the make-up experience is still unsatisfactory, a grade of F will be assigned and the student will be dismissed from the program.

### Remediation of Non-Acceptable Professional Behavior/Performance

The student is expected to improve her/his performance in Professional behaviors areas evaluated as being unacceptable. Failure to achieve a satisfactory rating in an outlined remediation plan may result in a need for additional coursework, additional clinical time, delay in progression in the program, or program dismissal.

### Requirements for Graduation

In order to graduate the student must:

1. Satisfy all financial obligations to RMUoHP.
2. Meet satisfactory progress standards according to the institutional policies stated in the University Handbook.
3. Satisfactorily complete all required academic and clinical course work
4. Obtain a cumulative GPA of at least 3.00.
5. Completion of all required graduation paperwork including application for graduation.
6. Pay graduation fee.
Withdrawal Policy

Students should be aware that dropping or withdrawing from any DPT class may automatically withdraw the student from the Program. Due to the sequencing of the courses, the student must re-enter the program at the beginning of a semester. Due to the limited availability of openings for enrollment, there is no guarantee of reinstatement or readmission for a student who withdraws from the DPT Program.

Readmission

Students who have been academically dismissed may apply for readmission to RMUoHP after one academic year and after satisfying any criteria for consideration for readmittance. Academic deficiencies are considered Incomplete (I) or In Progress (IP) designations or grades below C+ (77%). Students readmitted following academic dismissal are returned to a status of academic warning for a period of one semester. Students must bring their CGPA to or above 3.0 by the end of the first academic semester after readmission to avoid being academically dismissed without the possibility of future readmittance. If it is mathematically impossible (or highly improbable) for a student to achieve a 3.0 after the first academic semester following readmittance, the student will not be readmitted. The following procedure must be followed:

1. The student will be given only one opportunity for readmission.
2. Readmission must occur the following year after withdrawal or dismissal.
3. The term prior to re-entering the program, the student must request in writing a review of his/her academic performance by the Program Director and receive permission to re-enter the program.
4. The student will be notified of the readmission decision during the program’s regular admissions cycle.
5. The student must re-enter at the beginning of the semester offering the DPT courses that the student needs to complete in order to fulfill graduation requirements.
6. If applicable, the student may be required to take a re-entry exam and practical exam to evaluate competencies required for DPT Program courses completed prior to withdrawing from the Program. Other stipulations may also apply depending on the circumstance.
7. The student must communicate intent to seek readmission at the time of withdrawal or dismissal.
8. If applicable, all other stipulations agreed upon at the time of withdrawal, dismissal and/or probation must be met.

University Honor Code

The University is devoted to the discovery and communication of knowledge. In this endeavor, academic integrity is of utmost importance. Correspondingly, its absence is taken very seriously. The University’s students are expected to adhere both to their professional code of ethics and to the University’s ideals and values of truth, integrity, and personal authenticity. It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. It is the responsibility of the faculty, administration, and students to establish and maintain an environment that supports academic integrity.

In addition to the preceding considerations, the University must evaluate student learning. This is accomplished through assessment. It is expected that the students complete all tasks within
the framework/structure dictated by the course syllabus and faculty with utmost sincerity, honesty and integrity.

Each student has an obligation to act with honesty and integrity, and to respect the rights of others in completing all academic assignments. Academic dishonesty includes cheating, plagiarism, and facilitating infractions with respect to examinations, the proctor process, course assignments, alteration of records, computer fraud, or illegal possession of examinations. Academic dishonesty also includes being aware of another student’s dishonesty and failing to report awareness of the student’s behavior.

It is the responsibility of the student not only to abstain from cheating, but in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student assisting another student to cheat is also considered to be cheating. The student should do everything possible to promote respect for the examination process and for honesty in the performance of assigned tasks in or out of class.

Definitions

Cheating
Cheating would include using or attempting to use in any academic exercise materials, information, study aids, or electronic data that the student knows or should know is unauthorized.

Plagiarism
Plagiarism is representing the words or ideas of another as one’s own. Honesty requires that any ideas or materials taken from another source for either written or oral use be fully acknowledged. The language or ideas taken from another may include but are not limited to isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

Facilitating Infractions of Academic Integrity
Facilitating would be helping or attempting to help another to commit an infraction of academic integrity, where one knows or should know that through one’s acts or omissions such an infraction may occur.

Specifically:
A student may be found to have violated the University’s Honor Code if, during or in connection with any academic project, performance, or evaluation, he or she:

a. Practices any form of academic deceit;
b. Refers to materials or sources or employs devices (e.g. audio records, crib sheets, books, software, web sites, other) not authorized by the faculty member for use during the academic performance assessment process;
c. Possesses, buys, sells, obtains, or uses, without appropriate authorization, a copy of any materials intended to be used as an instrument of academic performance evaluation in advance of its administration;
d. Acts as a substitute for another person in any academic performance evaluation process;
e. Uses a substitute in any academic assessment process;
f. Depends on the aid of others to the extent that the work is not representative of the student’s abilities, knowing or having good reason to believe that this aid is not authorized by the faculty member;
g. Provides inappropriate aid to another person, knowing or having good reason to believe that the aid is not authorized by the faculty member;
h. Engages in plagiarism, as defined above;
i. Permits work to be submitted by another person without the faculty member’s authorization;
j. Attempts to influence or change any academic evaluation or record for reasons having no relevance to class performance; or
k. Violates the proctor agreement.

Definitions were adapted from a model code of academic integrity found in School Law Journal; Vol. 55, Number 8, 1978.

**Conduct and Behavior**

RMUoHP strictly adheres to its established policies of conduct and behavior of students, faculty, and administration. These policies were established to maintain an atmosphere conducive to the effective education of students. It is recognized that administrators, GPDs, faculty, proctors, research mentors, practicum mentors, and students must function as a partnership to be an effective community of scholars. In that the student body of this institution represents professionals already committed to the highest codes of behavior and ethics, it is anticipated that few problems will arise.

To clarify what constitutes high standards of behavior and conduct, it should be understood that the following types of misconduct are subject to disciplinary action including but not limited to:

1. All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, and plagiarism per the University honor code.
2. Violating the terms of any disciplinary sanction imposed for an earlier violation of this code or other board or University rules.
3. Violation of the University’s alcohol, tobacco, and drug-free environment policy.
4. Furnishing false information (such as false TOEFL scores and including false identification) to the University or to any University employee or agent.
5. Violation of the University’s IRB policies.
6. Forgery of, unauthorized alteration of, or access to any University document, record, or instrument of identification, including electronic hardware, software, and records.
7. Engaging in harassment or unlawful discriminatory activities or violating University rules governing harassment or discrimination.
8. Interfering with any University investigation, including but not limited to tampering with physical evidence or inducing a witness to testify falsely or to withhold testimony.
9. Any act of behavior that interferes with, or disrupts any instruction, research, clinical activity, administration, or authorized University activity. This includes use of cellular phones, texting, or inappropriate online activities (such as shopping, chatting, or general “surfing”) during class periods.
10. Violation of local, state, and/or federal laws on University premises or at University functions on or off campus.
11. Denying a board member, administrator, employee, student, or guest freedom of movement or legitimate use of the facility, disrupting a person's performance of institutional duties or other educational activities, or occupying any University building or property after due and legal notice to depart has been given.

Administrators, faculty, employees, and students are responsible for maintaining the highest of professional standards. Consequently, questions of a disciplinary nature will be handled directly by the Academic Dean, or in the case of the eDPT program, by the Graduate Program Director and Student Progression Committee (SPC) in conjunction with the Academic Dean, as outlined in the DPT Student Handbook. It is understood that all individuals shall be afforded the right of due process before any type of disciplinary action can be taken against them.

 Definitions

 Discrimination is the act of treating others differently on a basis other than individual merit, or affording differential treatment on the basis of race, ethnicity, ancestry, national origin, religion, veteran status, gender, sexual orientation, age, or physical or mental disability, where such differential treatment is prohibited by law.

 Harassment is the treatment of or behavior toward an individual or group that is abusive, hostile, intimidating, or has the intent to affect the individual's educational performance or working environment.

 Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

 - submission to such conduct is made either explicitly or implicitly a term or condition of an individual's education.
 - submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; or
 - such conduct has the purpose or effect of unreasonably interfering with an individual's educational performance or creating a pervasively intimidating, hostile, or offensive environment.

 Violations of Academic Integrity and Code of Conduct

 The University reserves the right to terminate any student for any violations of the RMUoHP code of academic integrity and code of conduct to include the following reasons:

 - Cheating, plagiarism, or any form of academic dishonesty.
 - Unlawful possession, use, or distribution of drugs or the use of alcohol on University property or during any University activity. The University will terminate and refer for prosecution any student involved in these activities.
 - Any unauthorized access to, copying of, or use of confidential or proprietary information or material of the University or the University's employees or students.
 - Computer fraud.
 - Destroying, damaging, or taking any property of the University. The student will also be liable for the repair and/or replacement of the damaged property.
 - Sexual harassment and hate crimes.
 - Insubordination.
 - Unauthorized use of University equipment, facilities or any other property.
- Falsification of any document.

Students have been given notice of the University’s expectations regarding academic integrity and appropriate conduct by virtue of its publication. On admission, each student signs on admission that he or she has read the University Handbook and is charged with knowledge thereof. Students are not excused from academic dishonesty or honor code violations due to ignorance. Any member of the University community may bring to the attention of a faculty member, Graduate Program Director (GPD), or University administrator evidence in support of an allegation that a student has demonstrated academic dishonesty, honor code violation, or code of conduct violation. The student will be afforded an opportunity to respond. If the University representative believes the student guilty of academic dishonesty or code violation, he/she will assess a penalty immediately and shall promptly report the case in writing to his or her immediate supervisor (GPD for a faculty member, Academic Dean [AD] for GPD, and Executive Vice President of Academic Affairs/Provost [EVPAA/Provost] for AD). The penalty will be in accordance with the policy contained in this handbook and will remain as a written record in the student’s file. Each student is afforded his or her due rights and process when a complaint has been filed. No penalty will be enforced until the student has been informed of the charge, of the evidence upon which it is based, and been given an opportunity to present a defense. In general, the penalty for any act of academic dishonesty will be a failing grade in the course and the maximum penalty will be academic dismissal. With GPD approval, the faculty member may recommend lesser penalties as deemed warranted.

See the University Handbook for additional information regarding the honor code, conduct and behavior.

**APTA Code of Ethics**

It is also expected that RMUoHP DPT students and faculty will comply with the ethical standards of the profession. These are as follows:

**Code of Ethics for the Physical Therapist**

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05;HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

**Preamble**

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.

2. Provide standards of behavior and performance that form the basis of professional accountability to the public.

3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.

5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal).

Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

**Principle #1:** Physical therapists shall respect the inherent dignity and rights of all individuals.
(Core Values: Compassion, Integrity)
1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

**Principle #2:** Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
(Core Values: Altruism, Compassion, Professional Duty)
2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.
2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.
Principle #3: Physical therapists shall be accountable for making sound professional judgments.
(Core Values: Excellence, Integrity)

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient’s/client’s best interest in all practice settings.
3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.
(Core Value: Integrity)

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
4C. Physical therapists shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.
4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations.
(Core Values: Professional Duty, Accountability)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.
**Principle #6:** Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. 
(*Core Value: Excellence*)

6A. Physical therapists shall achieve and maintain professional competence.  
6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.  
6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.  
6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

**Principle #7:** Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.  
(*Core Values: Integrity, Accountability*)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.  
7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.  
7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.  
7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.  
7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.  
7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

**Principle #8:** Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.  
(*Core Value: Social Responsibility*)

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.  
8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.  
8C. Physical therapists shall be responsible stewards of healthcare resources and shall avoid overutilization or underutilization of physical therapy services.  
8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.
Additional DPT Program Policies

Attendance

One of the professional responsibilities of a physical therapist student is to attend every scheduled class. Learning experiences in the curriculum are arranged sequentially to ensure that new information, knowledge, and skills are integrated with previously introduced material. In addition, the PT curriculum includes significant opportunities for collaborative learning, where interaction between and among students and faculty are critical components of the students’ learning. Therefore, these learning experiences cannot be repeated and your attendance is a professional responsibility.

Classroom Absence

1. If an absence is anticipated, it is the STUDENT’S responsibility to notify the instructor, in person, by phone or email, prior to the scheduled class or as soon as possible. It is also the student’s responsibility to adjust their travel time to suit anticipated weather conditions, to ensure that the student arrives at school on time for class.

2. Lecture/Lab/Exam Make-up: You are responsible for all information presented in each class, whether you are present or not. It is the STUDENT’S responsibility to obtain information missed. Individual instructors determine whether make-up work is allowed. Refer to the individual course syllabus for specific information on making up points or time missed.

3. If a student misses, or plans to miss, a significant portion of a course (approx 10%), the individual instructor may refer the matter to the student progression committee to recommend decisions on student status and ability to progress. The individual instructor reserves the right to require a student to repeat the course.

4. Online courses require appropriate engagement in addition to any assignments or assessments. Students are responsible to know and adhere to the expectations regarding engagement for each course. Please refer to the individual course syllabus for all course requirements and expectations.

Clinical Education Absence

If you find that you will be late or cannot attend a clinical education experience, due to an EMERGENCY OR ILLNESS, you are responsible for contacting the clinical instructor (CI)/faculty and the Director of Clinical Education (DCE) by 8:00 a.m. or the starting time for the clinical experience.

It is expected that ALL absences and ANY time missed due to tardiness or other reasons be made up. It is the student’s responsibility to initiate making arrangements with the clinical instructor/faculty to make up the time missed; the DCE will assist in those arrangements, if necessary. Students should refer to the Clinical Education Handbook for additional detail on attendance policies specific to clinical education experiences.

Appearance and Attire

Students are expected to demonstrate professional behaviors, attitudes and appearance at all times. Students are required to wear attire which conforms to the image of the professional physical therapist. The DPT Program is a setting where students, faculty, guests, patients,
other professionals, and the general public form an impression of us, based on our appearance and conduct. Casual, extreme, or “faddish” clothing, hairstyles, manner, or appearance are not permitted in the classroom, library, laboratories and/or clinical facilities.

Students should be well groomed. Dress and appearance should reflect modesty and cleanliness. Students are not permitted to wear shorts, t-shirts, flip-flops/open toe, or similar styles of unprofessional footwear, jeans, sweat shirts, sleeveless shirts, short skirts, low rise pants that expose flank skin, or warm-up pants at any time during normal working hours with the exception of laboratory clothing for lab activities only. See the section on laboratory policies for specifics.

Hair must be clean and neat, and must be fashioned as to not fall forward or over the sides of the face when working with patients/clients or otherwise interfere with patient care. If worn, beards and mustaches must be clean and neatly trimmed. Nails will be kept short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Students should not wear excessive fragrance, makeup, or jewelry. Body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered or removed.

In general the following professional attire is expected:

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress shirt or polo shirt (tie optional)</td>
<td>Modest blouse/shirt long enough to tuck in</td>
</tr>
<tr>
<td>(no T-shirts)</td>
<td>(no T-shirts and no low-cut necklines)</td>
</tr>
<tr>
<td>Dress pants (no jeans)</td>
<td>Dress slacks (no jeans)</td>
</tr>
<tr>
<td>Dress shoes (no sneakers, boots or sandals)</td>
<td>Enclosed low-heeled shoes (no sneakers,</td>
</tr>
<tr>
<td></td>
<td>boots, sandals)</td>
</tr>
</tbody>
</table>

Faculty, and ultimately the program director, have final say on the determination of whether a student is compliant with this policy.

**Corrective Action in Regard to Student Attire**

Students in violation of the Dress requirements will first receive a verbal warning with corrective instruction. If the same student breaks the dress code a second time, regardless of the type infraction, he/she will be required by the program director to meet with the student progression committee to receive a second warning and/or to have an opportunity to defend the infraction. A third violation will result in the student being sent back to the student progression committee to discuss appropriate action related to professional behaviors.

**Cell Phone Policy**

Students are not allowed to use cellular phones, beepers, or text messaging in any manner that interferes with the education process. In general, all such items should not be used during lecture or lab sessions and will not be allowed during exams or other assessments. Any use of such technology to facilitate the education experience is allowed solely according to instructor discretion.

**Class Cancellation**
In the event a faculty member must cancel a class session it is the faculty member’s responsibility to notify the Program Director and/or the Academic Dean. The Program Administrator or Academic Dean will post a class cancellation notification for students outside the scheduled classroom. The Program Director will also notify the class via e-mail if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, etc.).

Class Representatives

Each admitted cohort of DPT students elects a class Representative. New elections are held each year, within the first 4 weeks of the Semester. Sample duties of the class representatives may include:

1. Serve as a liaison between the DPT Program Administrator and faculty and your classmates. You can provide students with a way to give feedback to the faculty anonymously if desired. This may involve attendance at DPT faculty meetings to provide a brief report on the student feedback, if needed.
2. Solicit feedback from the class for items to be discussed by DPT Program Advisory Committee. The Advisory Committee functions include curriculum review, textbook review, advising the program on trends in the physical therapy profession, and advising the faculty on issues as needed.
3. Oversee organization of class events such as review sessions, service projects, or social events.
4. Potential service on the Graduate Student Council.

Clinical Education Policies

Clinical rotations and internships are an integral part of the curriculum and may require that a student temporarily relocate. Students may, and most likely will, have to leave the local area, or the State, for any or all clinical affiliations. Students are responsible for the cost of the travel and other related expenses. Students will be required to meet all requirements outlined in the Clinical Education Handbook on “Immunizations, Certifications, and Related Requirements” by the conclusion of their second semester. Failure to comply with these requirements can lead to dismissal from the program. Students are responsible to read and abide by the policies, procedures and standards in the Clinical Education Handbook. This information is available on the website.

Criminal Background Investigation/Drug Screening

Many states require that individuals working in health care facilities must consent to and be cleared through a criminal background investigation and/or a drug screening. This may also be a policy of a corporate entity or individual facility depending on the practice setting. Usually state agencies conduct these investigations and oftentimes a list of problematic offenses is available. Many state professional licensing agencies require reporting of misdemeanor and felony charges.

All students participating in clinical education at RMUoHP in the DPT program must undergo a criminal background check prior admission to the program. This will be at the student’s expense. More than one may be required for participation in clinical affiliations, depending on the individual facility’s policies. Students should be aware that a history of criminal offenses will
likely impact the ability of a student to participate in clinical education and/or obtain employment in the healthcare field. If a student is unable to complete clinical education, they will be dismissed from the program.

Students may be required to undergo drug screening prior to clinical education depending on individual facility policy. This would be at the student’s expense. Should a student test positive for an illicit or illegal substance, the student would not be allowed to participate in clinical education and would be referred to the program director and school administration for possible disciplinary action.

**Employment while enrolled in School**

Due to the exacting requirements of physical therapy course of study, it is unwise for students to expect to meet their expenses by outside work. RMUoHP does not specifically forbid such additional duties but does definitely discourage them. The Program, furthermore, reserves the right to indicate that such work be discontinued, if in opinion of the faculty, it interferes with the satisfactory completion of prescribed academic activities.

**Employment Opportunities Following Graduation**

Currently, physical therapists are commonly employed by nursing homes, hospitals, home health agencies, rehabilitation centers, outpatient facilities, private physical therapy offices, fitness centers, public or nonpublic schools, academic institutions and industrial settings, and demand is high. The Program will post current listings that are sent to the school. There is no guarantee by RMUoHP of employment, implied or otherwise.

**Health Insurance**

DPT Program students are responsible for all of their own health care costs during their education at RMUoHP. DPT program students are required to carry and maintain personal health insurance during their entire tenure at RMUoHP. Students are required to submit a Health Insurance Statement and sign a waiver assuming all financial responsibility for any illness or medical bills that occur while enrolled (found in Appendix) and are responsible for updating this information regularly.

**Health Testing**

DPT students are required to sign a health statement certifying that they are in good health and can participate in all required activities related to their education, including performing all activities delineated by the technical standards throughout their time enrolled in the DPT program. It is recommended, although not required, that they obtain a yearly physical exam from a physician.

In addition, students are required to be CPR certified (health care provider) and have completed certain other health testing and immunizations (such as MMR, TB, Hepatitis B etc…) prior to the first day of clinical experiences. Documentation of immunizations is kept by the program. Refer to the DPT Program Clinical Education Handbook for further information.

**Potential Health Risks of Students**
Student Safety/Injury

During the DPT program, students are subject to known and unknown health risks. These may include exposure to people with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment. The Program makes every effort to protect the safety and interests of the student. Basic instruction in prevention procedures and in the application of reasonable and prudent personal habits is provided, which can serve to limit unnecessary exposure and constitute a measure of safety for students. Ultimately, it is the student’s responsibility to apply these procedures and to take appropriate steps to protect their fellow students and themselves.

As a condition of enrollment in the Program, students are required by the University to show proof of health insurance and completion and submission of immunizations and laboratory testing. Further, students are expected to abide by the University’s policies regarding risk exposure management.

During PT clinical experiences, in the event of an accident resulting in student injury, the student should immediately notify the clinical instructor of the accident and follow the policies of the facility including completing the appropriate incident report/ documentation. Expenses related to student illnesses or injuries occurring during a clinical rotation are covered by the student’s personal health insurance, which must be maintained throughout the clinical program.

Laboratory Policies and Procedures

The DPT laboratory facilities provide an environment suitable to demonstrate, learn, and practice physical therapy examination, evaluation, and treatment procedures and techniques in a setting that simulates a clinical patient care setting. As such, it is expected that students will maintain the laboratory and display professional behaviors.

Laboratory Attendance Policy

Your instructors spend a great deal of time preparing each laboratory lesson for you. Make sure you attend every session. The experiences you will gain are often difficult to make up later and can never be duplicated by borrowing someone else’s notes. Labs will begin on time. See specific policies regarding attendance and tardiness.

We expect you to attend every class. Please do not, however, expose fellow students and program faculty or potential clients to illness. If you are ill or legitimately unable to attend a lab, contact your instructor in advance so that other arrangements can be made.

Lab Participation Policy

All of us expect our personal health care practitioners to be very skilled and to give us the best care possible. Your patients and clients will expect the same of you. Take advantage of every opportunity to practice and develop the skills you will need to become a valuable health care worker.

Some skills are not easily learned and will require additional practice. Please arrange extra lab time with your instructor to insure that you develop those skills. Labs are available only with faculty supervision and/or approval. "Open lab" hours, times other than your normal lab sessions, will be made available for all laboratory courses as needed. These open laboratory sessions are planned each term, as deemed necessary, to provide additional laboratory
practice, demonstration, and remediation opportunities for students. The times for each open laboratory period will be announced at the beginning of the semester. Certain skills and use of equipment may require supervision by a faculty member. In addition, special open laboratory sessions may be held prior to practical examinations to provide review of material that will be tested. Open laboratory hours may be subject to change.

It is both necessary and customary that physical therapy students participate as both healthcare worker and as subject or patient simulator. Common laboratory activities may include observation, and palpation (touching) of various parts of the body, exercise, application of various physical agents and manual techniques. It is anticipated that every student will participate as both a physical therapist simulator and patient simulator, and will work both with same sex and opposite sex partners. Details of the clinical activities that you will be asked to participate in may be obtained from course instructors and course syllabi. It is the student’s responsibility to become familiar with the clinical procedures and laboratory activities for each course and to resolve any concerns you may have about those procedures with your instructor. Any concerns regarding this must be discussed with the instructor, student advisor and program director for any consideration of exceptions to this policy. Prior to participation in lab activities, all students must sign and return the following forms found in the Appendix at the end of this manual to the program. Make sure that you read each form carefully and that you are prepared to participate fully in your laboratory experiences while at RMUoHP:

- Health Insurance Statement
- Student Release, Informed Consent and Waiver
- Multimedia release form

**Personal Health Requirements for Lab Participation**

All physical therapist students should maintain proper hygiene and good health habits. This means that students should not smoke, take illegal drugs or abuse medications and must adhere to a high standard of good grooming and personal cleanliness.

If a student has a history of a serious communicable disease, it should be reported to the instructor at the beginning of the lab course, if it has not already been reported. It is the desire of each instructor and the Program Director to ensure the safety of all program students and it is therefore vital that they be made aware of any and all potential health risks.

Students must notify instructors of any health or physical issues that would affect their own or other student’s learning and/or safety. Students with special personal health needs or Americans with Disabilities Act concerns must inform their instructor and the Program Director in writing at the beginning of this lab course. Additional documentation may be required at the discretion of the instructor and program director.

**Dress and Grooming Standards for Lab Participation**

Laboratory dress standards vary between courses and you will be instructed accordingly in individual course syllabi. In general, shorts, tank tops, and sandals are commonly required for lab sessions. Dress should be modest; however, students must be able to expose areas for observation and palpation applicable to the specific laboratory experience.

Loose fitting gym shorts with appropriate undergarments are required for all students. Females shall wear swim-suit top or sports bra when upper quarter or trunk laboratories are held. One
set of laboratory attire should be available on campus at all times. Students shall remain in the laboratory or in transit from the restroom or dressing room while in laboratory attire. Students should not roam around the building in lab attire.

Hair must be clean and neat, and must be fashioned as to not fall forward or over the sides of the face when working with patients/clients or otherwise interfere with patient care. If worn, beards and mustaches must be clean and neatly trimmed. Nails will be keep short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Students should not wear excessive fragrance, makeup, or jewelry. Body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered or removed.

General Lab Policies
RMUoHP is dedicated to providing you with a clean, professional and safe laboratory experience. All faculty, staff and students must work together to maintain our laboratories. Please read and comply with the following rules:

1. No food or drink is allowed in any lab at any time.
2. Maintain a professional attitude and conduct yourself as you will in the clinic.
3. Cell phones are not allowed to be turned on in labs. Phones distract others and may interfere with electronic equipment.
4. Store your personal items in a safe place such as in a locker while in lab.
5. All waste materials must be promptly placed in an appropriate waste receptacle.
6. Maintain safety precautions at all times.
7. The laboratory will be open during all scheduled course laboratory periods.
8. Properly clean and store all equipment after each session.
9. No student will be allowed to use any modality or electrical equipment without prior training and supervision by a faculty member. Students found using any equipment in the laboratory without supervision will be subject to immediate disciplinary action.
10. The laboratory will only be used for the study or practice of DPT procedures. Other activities in the laboratory such as meetings, general study or unrelated classes must be approved by the Program Director.
11. It is the Program’s expectation that the lab will be maintained in a safe, clean, and orderly manner. Out of respect and as a professional responsibility to all who use the labs, everyone must: 1) replace equipment in its proper location; 2) fold and put away linens and pillows; and 3) put refuse in receptacles available. By taking a few minutes to do the above, the learning environment of the labs will be enhanced for all users.

Guests in RMUoHP Laboratories
Outside guests can be a valuable resource to the learning experience in our lab classes, both as guest lecturers and as volunteer subjects. However, no guests are allowed without the specific consent and supervision of your instructor. Make sure all guests are warmly received, and are treated with respect while at RMUoHP. Guests who are to participate in clinical activities must sign the Guest Participant Informed Consent Form. If the guest will be photographed or electronically recorded during their participation, they must also sign the Multimedia Consent/release Form. Both forms are located in the Appendices.
Use of Chemicals and Lab Substances

Liquids and substances used in laboratory exercises must be used with caution, safely stored and properly marked. Each chemical or substance in the lab has a Material Safety Data Sheet (MSDS) on file at a location identified by your instructor. MSDSs provide specific information pertaining to each hazardous chemical. You should familiarize yourself with the properties, precautions and risks of these substances. Universal precaution standards are to be followed at all times, including the use of gloves when appropriate. Please comply with the following:

a. Follow all directions for use of substances exactly as prescribed.
b. Be aware of all precautions and contraindications for use before opening any container.
c. Tightly close all containers immediately after use.
d. Return substances to their properly labeled storage location after each use.
e. Inform the instructor of supplies that need replenishing.

Note: A small number of people develop an allergic reaction to latex gloves. You may read about latex sensitivity in the MSDS file. If you suspect latex sensitivity, inform your instructor.

Use of Human Subjects and Informed Consent

Individuals who serve as demonstration or practice subjects for any component of the DPT Program will acknowledge their voluntary participation after being briefed regarding the contraindications, risks and benefits of the physical therapy procedure to be performed. Written informed consent will be obtained from any person, student, or patient volunteer who participates in a demonstration or practice session on the University Campus (forms located in the Appendices of this handbook). Informed consent will be obtained from patients/clients in the clinical setting appropriate to facility policy. All patients have the risk free right to not participate in clinical education.

Liability Insurance

RMUoHP provides liability insurance (as a part of tuition and fees) on each full-time student for incidents which occur during program education related activities, including clinical education. See the Clinical Education Handbook for more details.

Licensure

It is the goal of the RMUoHP DPT program to assist students in every way to prepare to be able to practice as physical therapists upon graduation. A part of this is preparation to become licensed as a physical therapy professional.

Licensure or registration is not required for student clinical education experiences. However, following graduation, licensure of physical therapists is required by every state. Complete information on practice acts and regulations may be obtained from the individual state licensing boards. Candidates should contact the licensing organization in the respective state to determine work requirements. Graduates of the RMUoHP DPT Program will be encouraged to take state and nationally recognized licensing examinations as soon after graduation as possible. Further information regarding the national physical therapy examination (NPTE) can be obtained at www.fsbpt.com.

Medical Conditions, including Pregnancy
Immediately upon medical confirmation, any medical condition that may impact the ability of a student to safely and fully participate in the educational experience should be reported to the student’s advisor, DCE, and/or Program Administrator. This will allow planning of a learning experience that will ensure maximum safety to all concerned.

**Professional Organization Membership**

All RMUoHP DPT program students are required to become members of the American Physical Therapy Association (APTA). This is at the student’s own expense. Failure to meet this or any other program requirements may result in dismissal from the program.

The APTA is the national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to a large number of benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (which will be needed for many course assignments) and online access to research resources with many full text articles which may not be available through the University databases. The student will gain automatic membership in the Student Assembly which functions as a forum for future Physical Therapists and Physical Therapist Assistants. The National Student Conclave also provides the student with access to the latest trends and issues in the profession. Membership applications and information will be given to each student at the beginning of the DPT Program. Information may also be found on the Internet at http://www.APTA.org.

Students are also encouraged to become active in the Utah State Chapter of the APTA. The chapter typically sponsors two conferences, one in the spring and one in the fall, and offers other opportunities for professional service, networking, skill development and promotion of the profession. This is a very useful way for the student to become more acquainted with the physical therapy profession.
University and Other Policies/Information

University level policies, procedures, and standards can be found in the University Handbook. Please refer to the University Handbook for clarification on any of the following topics.

Alcohol and Drug Awareness

RMUoHP abides by the Drug-Free Schools and Communities Act of 1989 (Public Law 101-226). The University is committed to the promotion of healthy behaviors. Therefore, tobacco use in any form is not permitted inside any University building. There is a smoking area available on the western side of the building. Students and employees are expected to follow all smoking laws as dictated by the State of Utah.

The University supports the Drug-Free Schools and Communities Act and Drug-Free Schools and Campuses Regulations in preventing the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Alcoholic beverages and illegal drugs are not permitted anywhere on the University campus, including the grounds and parking lots. Alcohol use is not permitted by students or faculty while attending class-related activities associated with the University (i.e., clinical settings, research data collection, etc.).

This policy pertains to both academic and clinical education. Any students in violation of this policy may be terminated from their clinical education experience and suspended from the DPT Program. At the request of the clinical facility, students may have to participate in voluntary drug testing.

Campus Security and Student Safety

At the time of orientation students are informed of emergency procedures at RMUoHP. Emergency exits are reviewed as well as posted next to the door in each classroom. As per title II of Public Law 101-542 “The Crime Awareness and Campus Security Act of 1990,” crime statistics on RMUoHP Campus are published periodically for student body review.

In the case of an emergency, the instructor should first be informed followed by the receptionist at the front desk. At that time, the Emergency Medical System (911) will be activated and the appropriate University administrator notified.

Students should follow the safety guidelines in the University Handbook and follow all outlined policies and procedures. In general students should adhere to the following guidelines:

a. Emergency Evacuation Instructions

If it becomes necessary to evacuate the building due to a power failure, threat of fire, smoke or other dangerous situations, do the following:

1) Refer to the evacuation map(s) located in each lab and classroom.
2) Move carefully and calmly to the nearest exit and evacuate to the designated meeting area.
3) Alert others and take them with you.
4) Do not attempt to re-enter the building until told to do so.
b. What To Do In The Event of a Fire

1) Pull the nearest fire alarm
2) Call or alert the front desk, give the receptionist the exact location of the fire. She will call 911.
3) Inform others in the immediate area.

IF IT’S SAFE TO DO SO, attempt to put the fire out using the nearest fire extinguisher.
There are generally three types of extinguishers:

1) Type A is used for ordinary combustibles such as paper, wood and fabric.
2) Type B is used for flammable liquids such as gasoline or alcohol.
3) Type C is used for all electrical fires

RMUoHP fire extinguishers may be used on all fires and are placed in wall-mounted metal boxes with glass doors located in hallways, usually close to exits and near fire alarm stations. To use an extinguisher, hold it upright and

P - Pull the pin
A - Aim the nozzle at the base of the fire
S - Squeeze the trigger
S - Sweep from side to side at the base of the fire

CAUTION:
- Fight only small fires and those with limited smoke and fumes.
- Make sure you have access to a safe and quick exit.
- If you have the slightest doubt about whether or not you should fight the fire, DON’T! Close the door to contain the fire and leave immediately. If you can’t leave, line the cracks around the door with wet towels and wait for the Fire Department.

c. What to do in the event of lab equipment failure or malfunction

RMUoHP expends every effort to make sure that all laboratory and classroom equipment is safe and functioning properly through regularly scheduled maintenance and, where appropriate, calibration procedures. However, if any equipment malfunction is experienced:

1) Unplug or turn off the equipment immediately.
2) Place a temporary “Out of Order” sign on the equipment so that others do not attempt to use it prior to you notifying the school personnel.
3) Inform your lab instructor or Program Director as soon as possible.

d. What to do in the event of a liquid spill

1) Alert others in the immediate area
2) Inform your instructor
3) Don appropriate protection e.g. gloves, mask and eye wear.
4) Place appropriate absorbing material over spill and allow to absorb
5) Place saturated material in plastic bag and place bag in proper waste receptacle.
6) Clean area with appropriate cleaning agent and wipe dry.
7) Properly dispose of cleaning materials and gloves in waste receptacle.
c. **What to do in the event of a medical emergency**

1) Call for help, alert the instructor, have someone call 911

2) If you are trained, follow basic First Aid procedures:
   - Is the person breathing? If not, tilt the head, clear the airway and breathe for them.
   - Is the heart beating? If not, begin CPR. Use the AED if appropriate.
   - Elevate the legs and support the neck, keep them warm.
   - Reassure them while you wait for medical help.

f. **What to do if you are injured**

1) Immediately inform your instructor

2) Follow the instructor’s directions to receive care and to fill out an Incident Report, available at the front desk.

3) The nearest emergency medical facility is:
   - **Utah Valley Regional Medical Center**
   - 1034 North 500 West
   - 373-7850
   - *(the Emergency Entrance is on the east side of the hospital)*

4) A First Aid Kit is located in the south lab and another is available at the front desk.

5) If you are injured but choose not to seek professional care, you must sign the **Waiver of Medical Care Form** in the Appendix.

**General Suggestions for Preventing Personal Injury**

Healthcare workers often suffer from musculoskeletal complaints because of the nature of our work. We spend a great deal of time leaning over and moving patients, using equipment and completing paperwork.

a. Learn and follow basic principles of good body mechanics. Use good posture while sitting in class, working in labs and during activities of daily living. Always lift correctly.

b. Take good care of yourself. Eat right, get enough sleep and exercise regularly. Working in healthcare can be an athletic event.

c. Handle all equipment, instruments and substances with caution and respect.

d. Think Safety and Act Safely!

**Infection Control Policies**

**Equipment**

1. All plinths and treatment surfaces will be cleaned using a bactericidal agent at least once a week.

2. Other equipment (e.g., ultrasound, wheelchairs) will be cleaned using a bactericidal agent as needed, but at least yearly.

3. Whirlpools will be emptied and cleaned using a bactericidal agent at the end of each day of use.

**Linen**

1. Linens and towels must be changed after each use and all soiled linens must be promptly placed in the designated receptacle for laundering.
Responsibilities

1. Hand washing is the single most effective means of controlling the spread of infection. Remember to wash your hands frequently, using proper hand washing procedures.
2. Any student with a known communicable infection will not be a patient in the whirlpool, will place all linen they come in contact with in the laundry basket, and will clean treatment surfaces.
3. Use protective barriers (e.g., gloves, masks, eye/face protection and lab coats) if there is any possibility of exposure to body fluids, chemicals, infection or contaminated substances.
4. The faculty member using a lab space will be responsible for assuring the infection control policies are enforced in their lab.

Blood Borne Pathogen Program

1. Purpose
All DPT students will receive training in Universal Precautions/Blood Borne Pathogens. It is the responsibility of the instructor to ensure that these procedures are modified to accurately reflect current practices. This infection control plan complies with OSHA requirement, 29 CFR 1910.1030, Blood Borne Pathogens.

All DPT students receive training in Universal Precautions/Blood Borne Pathogens in the first semester PT 704 Intervention 1.

2. Procedures for Reporting and Record Keeping
Any reports required by OSHA occurring on University property will be maintained by the University. On clinical, all documentation should follow facility policy. All reports (training certificates, notice of HBV Vaccinations, and Exposure Reports) will be maintained by the program or the University.

A. Hepatitis-B Virus (HBV) Vaccinations: HBV vaccination is mandatory for most clinical sites. Any exceptions must have a qualified, sign waiver.

B. Post Exposure Treatment and Notification Procedures: Should an RMUoHP employee or student become exposed to HIV/HAV/HBV, the individual will report the exposure to their supervisor or Program Administrator. Exposed individuals must follow the recommendations provided by a medical doctor or by the U.S. Public Health Service.

During all phases of Post Exposure, the confidentiality of the affected individual and exposure source will be maintained on a "need to know basis". RMUoHP will use the Blood-Borne Pathogens Exposure and Treatment form to document the exposure.

3. General Procedures

RMUoHP personnel and students must follow the following procedures when in laboratories:

1. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a potential for exposure to any health hazard.

2. Food and drink must not be stored in refrigerators, freezers, or cabinets where blood or other potentially infectious material is stored or in other areas of possible contamination.

3. Gowns, aprons, or lab coats must be worn whenever there is a possibility that body fluids could splash on skin or clothing.
4. Gloves must be made of appropriate disposable material, usually intact latex or vinyl. They
must be used in the following circumstances:

5. When the individuals have cuts, abraded skin, chapped hands, dermatitis, or similar
conditions.

6. When examining abraded or non-intact skin of a patient or student with active bleeding.

7. While handling blood or blood products or other body secretions during routine laboratory
procedures.

8. Faculty, staff and students must wash their hands immediately, or as soon as possible, after
removal of gloves or other personal protective equipment and after hand contact with blood
or other potentially infectious materials.

9. All personal protective equipment must be removed immediately upon leaving the laboratory
area, and if this equipment is overtly contaminated, it must be placed in an appropriate area
or container for storage, washing, decontamination, or disposal.

10. Contaminated clothing must not be worn in clean areas or outside the building.

11. All procedures involving blood or other potentially infectious agents must be performed in a
manner that will minimize splashing, spraying, and aerosolization.

12. Medical Wastes
Medical/infectious waste must be segregated from other waste at the point of origin.

Medical/infectious waste, except for sharps (i.e., razor blades, broken glass, needles, etc.)
capable of puncturing or cutting, must be contained in double disposable red bags
conspicuously labeled with the words "INFECTIOUS WASTE - BIOHAZARD."

Used needles or other sharps (razor blades, broken glass, scalpels, etc.) must not be
sheared, bent, broken, recapped, or re-sheathed.

Infectious sharps must be contained for disposal in leak-proof, rigid puncture-resistant
containers. Infectious waste contained as described above must be placed in reusable or
disposable leak-proof containers that are conspicuously labeled with the words "INFECTIOUS WASTE – BIOHAZARD". Biological wastes that do not contain radioactive or
hazardous substances may be disinfected by steam sterilization (autoclave) then disposed
of in the regular trash.

13. Cuts
If an individual sustains a needle stick, cut, or mucous membrane exposure to another
person’s body fluids he/she must report the incident immediately to the Instructor or
Program Administrator who must in turn file an incident report with RMUoHP.

14. Blood Exposure
All students exposed to human blood and blood products must report to the Program
Director for information.
FAILURE TO COMPLY
All of the above guidelines, policies and procedures, and expectations are designed to foster each student’s sense of responsibility in preparation for employment as an entry-level physical therapist. Failure to comply with these guidelines and policies and procedures or failure to meet these expectations may result in failure of the clinical course and subsequent dismissal from the Program.

Library, Resource Center, and Bookstore
The University provides students and faculty with access to the physical and electronic medical library collection of reference texts and journals. The Library and Resource Center is staffed by a medical librarian and library assistant, whom faculty and students may contact for research assistance. This facility is open during normal business hours and at the student’s request. The Resource Center contains many books and journals, as well as Internet, copying, and printing capabilities, and room for study and group meetings. The library staff may be reached at library@rmuohp.edu. Articles may be requested via articlerequests@rmuohp.edu. RMUoHP instructs students on medical literature searching using the National Library of Medicine’s PubMed database (http://www.pubmed.com). The Medical Library also subscribes to Ovid (http://ovidsp.ovid.com), and EBSCO (http://search.ebscohost.com), in addition to select other journals and full-text articles. RMUoHP students are provided library privileges for the duration of their formal enrollment with the University. Unique passwords are provided to students after admission. Additionally, graduates may continue to access the Ovid database by paying an annual fee.

As all students are required to have laptop computers, the University also offers free wireless Internet connectivity on campus. The University also provides copying and printing services for students. However, students and faculty are encouraged to consider electronic document sharing to support the University’s sustainability efforts.

RMUoHP’s post-professional students are permitted to purchase textbooks and software at the vendor of their choosing. For convenience, RMUoHP has contracted with an external vendor to provide an online bookstore for one-stop shopping. The bookstore is located at http://www.rmuohpbooks.com and provides required and recommended book listings by cohort and semester. Residential Doctor of Physical Therapy students receive textbook ordering instructions upon admission to the degree program.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the records(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, 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. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Louisiana State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605
HIPAA and Related Policies

In the course physical therapy training, students will likely have access to confidential information related to other students, patients/clients, or others. Students receive training in protecting patient/client confidentiality and HIPAA guidelines. It is the responsibility of the student to maintain confidential any information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of patient medical records
- Unauthorized use, copying or reading of employee/hospital records
- Taking patient records outside the clinical facility
- Any tampering of patient information

This policy applies not only to patients/clients with whom the student has direct contact in the clinical setting, but to any personal/confidential information to which the student may have access while participating in physical therapy education.

The student is to use discretion when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant while in the clinical setting, and cannot easily be overheard by those not involved in the patient’s care. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained.

Additionally, some clinical facilities will have their own published policies/procedures related to protecting patient/client information that students are expected to follow.

Violations of this policy may result in sanctions and may be grounds for dismissal from the program.

Identification

Students will receive a “Student Identification Card,” complete with picture, at the time of orientation, at the start of their first Semester. These cards entitle the student to use campus facilities. In addition, prior to participating in clinical education, students will receive name badges to be worn during all clinical education experiences. More information regarding this is available in the Clinical Education Handbook.

Laptop Requirement

All RMUoHP DPT program students are required to have a laptop computer with wireless capability. More information is available in the University Handbook and in admissions materials.

Program Complaint

The Program encourages and solicits ongoing feedback from enrolled students, faculty members, patients, clinical faculty, and employers of our graduates. When there is a specific complaint about a student, faculty member, or the program in general, it should be documented in writing and discussed first with the person involved, then with the Program Director, the Academic Dean, or other administrative personnel as outlined in the University Handbook. If this series of actions does not bring about a satisfactory resolution related to an accreditation issue, complaints about the Program can be directed to the Commission on Accreditation in Physical Therapy Education (CAPTE). Contact information for
CAPTE can be accessed through the APTA website at www.apta.org or by calling the Department of Accreditation of APTA at 703-706-3245. CAPTE can only respond to specifically PT accreditation criterion violations. If a student chooses to file a complaint with CAPTE they should address the complaint to CAPTE.

Commission on Accreditation in Physical Therapy Education  
1111 North Fairfax Street  
Alexandria, Virginia 22314

In order for CAPTE to address a complaint, they require that the student sign the letter of complaint.

Complaints that are not related to accreditation issues should follow the procedures outlined in the University Handbook.

**Program Expenses and Financial Aid**

Please refer to your enrollment agreement and the RMUoHP University Handbook for specific and related program costs including tuition, fees, and refund policy. RMUoHP reserves the right to change charges and fees at the University’s discretion with appropriate notification to students.

A variety of financial aid loans and grants are available for qualified applicants to RMUoHP. Students will need to meet with a financial aid adviser at the time of admission, before each Semester, and upon graduation. Students seeking financial assistance may apply by contacting the Finance Office. Further information is found in the University Handbook.

**Registration Process**

Registration for specific courses occurs through the Registrar’s office. Once students are accepted and enrolled, even in a cohort model, students must confirm their registration for the courses for each semester.
Appendix
University Handbook, DPT Program Student Handbook, DPT Clinical Education Handbook, and Honor Code Acknowledgement

By signing below, I, ____________________________, agree that I have received, read, and understand all information contained in the Rocky Mountain University of Health Professions University Handbook, the DPT Program Student Handbook and the DPT Program Clinical Education Handbook. I also agree that I will adhere to and abide by the rules and regulations contained therein, which include, but are not limited to, the University Honor Code. I am aware of the consequences of violations of specific policies and standards, including plagiarism and dishonesty.

Signature ___________________________ Date ___________________________

Printed Name ___________________________ Program and Year ___________________________

________________________________________
I, __________________________, am a student at Rocky Mountain University of Health Professions, Inc. (the “University”). I will be enrolled in courses that will include the teaching of laboratory activities and interventions, including hands-on techniques (the “lab activities”). I understand that participation in the lab activities is an important part of the education offered in the RMUoHP DPT program and that my participation is generally expected except in the case where medical or other extenuating circumstances might excuse such participation. Any exceptions must be approved by the instructor or Program Director in writing and I am still responsible for mastering all required skills and knowledge. In participating, I agree to obtain and provide informed consent for all lab activities.

I hereby release the University and all of its shareholders, directors, trustees, officers, employees, representatives and faculty members (the “Released Parties”) from all liability for any harm, injury or illness of any kind that I may incur as a result of my participation in the lab activities (any “Harm”).

If I participate in the lab activities, by so doing I will represent and agree that:

1. I have no pre-existing condition that would make my participation harmful to me in any manner and will disclose any such conditions;
2. I have had the opportunity to discuss my participation and this Release with competent medical and legal advisors;
3. I RELEASE and DISCHARGE all Released Parties (except anyone who intentionally causes Harm) from all liability for any Harm;
4. I WAIVE ALL CLAIMS AGAINST and COVENANT NOT TO SUE the Released Parties (except anyone who intentionally causes Harm) for any Harm;
5. I ASSUME FULL RESPONSIBILITY FOR ANY HARM, INCLUDING ANY RISK OF BODILY INJURY, ILLNESS OR DEATH arising out of or relating in any way such participation; and
6. The Released Parties shall have NO DUTY TO WARN me of any risks at any time.

I understand that the University provides DPT students with professional liability insurance that is only available for incidents occurring while enrolled as an RMU DPT student engaged in approved educational activities, including clinical education. However, I agree that I take full responsibility for my own health and well being and accept responsibility for any injury or illness incurred in the educational process. Therefore, I shall maintain my own health insurance acceptable to the University, with a minimum of Major Medical coverage. I shall also provide the University with satisfactory evidence of the existence of such insurance at all times, including satisfactory evidence of its renewal or replacement before its expiration or cancellation. I further agree to hold harmless and indemnify the University, and its owners, directors, officers and employees, from and against all losses, claims, damages and expenses, including reasonable attorneys’ fees and court costs, arising out of or relating to my actual or alleged professional negligence or misconduct.

This Release and Waiver is intended to be as broad and inclusive as is permitted by law, and if any portion is held invalid, the balance shall continue in full force and effect.

___________________________
Student Signature

___________________________
Signature of Witness

______________
Date
DPT Program Disclosure Form

The purpose of the form is to review certain facts described during the admissions process in an effort to prevent any misunderstanding by our students. Please read the following information regarding your education process and sign your initials at the end of each paragraph to indicate your understanding of and agreement to each item. When you have finished reading the entire form, please sign your name in the space provided at the bottom.

HOUSING AND JOBS WHILE ATTENDING RMuHP: Although employment from local businesses and housing in the immediate area of the University may be available, the University has not guaranteed me employment or housing. Because of the demands of full time professional education in general, and the DPT program specifically, it is recommended that students do not plan to work full time during the didactic portion of the program, and not at all during clinical affiliations.

FINANCIAL ASSISTANCE: As with any university, student loans and/or grants are made available depending upon the financial information provided by the applicant. The University has not guaranteed that I will receive a loan or a grant. If I receive a loan, I understand that I will be responsible for repaying the loan.

HEALTH INSURANCE: I understand that I must have health insurance while enrolled as a student in the DPT program and must provide proof of insurance. I understand that I am responsible for all associated costs. Failure to show proof of insurance may result in disciplinary action up to and including dismissal from the program.

UNIVERSITY HANDBOOK: I understand that the University Handbook has terms and conditions regarding my education. The University Handbook is available through the www.rmuohp.edu website, and before beginning class I will read the catalog and agree to abide by its contents.

ATTENDANCE: The University requires daily attendance as an important part of your training program. Students failing to maintain satisfactory attendance requirements for their courses are subject to administrative actions, which may include probation, suspension from school, or denial of graduation. The attendance policy is contained in the University Handbook.

APTA MEMBERSHIP REQUIREMENT: I understand that I must obtain student membership in the APTA and maintain this membership while enrolled as a student in the DPT program. I understand that I am responsible for all associated costs and that failing to comply could lead to disciplinary action up to and including dismissal from the program.

CRIMINAL BACKGROUND CHECK AND DRUG TESTING: I am aware that I will be required to undergo a criminal background check and possibly drug screening prior to being allowed to participate in clinical rotations. I understand that a record of criminal behavior may preclude me from being able to participate in clinical education at most if not all facilities and may prevent me from being employed. I understand that should I be prohibited from attending a clinical rotation at a clinical facility due to findings on my drug screening or criminal background check, I may be dismissed from the Program.

CLINICAL EDUCATION REQUIREMENTS: Clinical rotations and internships are an integral part of the curriculum and may require that a student temporarily relocate. I understand that I may, and most likely will, have to leave the local area, or the State, for any or all clinical affiliations. I am aware that I am responsible for the cost of the travel and other related expenses.
Students will be required to meet all requirements outlined in the Clinical Education Handbook on “Immunizations, Certifications, and Related Requirements” by the conclusion of their second semester. Failure to comply with these requirements can lead to dismissal from the program. I understand that I will receive the Clinical Education Handbook during orientation, and before beginning class, I will read the Handbook and agree to abide by its contents. This information is available on the website.

**COMPUTER REQUIREMENTS:** All students will be expected to have laptop computers. Please visit the website or contact the school for specific requirements.

**CORE PERFORMANCE STANDARDS:** Core Performance Standards are divided into two parts; Technical Standards and Professional Behaviors. As part of the application process applicants will be required to review the Technical Standards required for the program, and self-report if any questions exist regarding ability to meet these standards. Students will be introduced to the Professional Behaviors in their first semester. The Core Performance Standards are available for review on the RMUoHP web site.

**ACCREDITATION Information Required by the State of Utah:**

1. The entry level DPT program is pending accreditation by a regional and national accrediting body recognized by the United States Department of Education. It must be clear that the school is not accredited.
2. If the program is not approved by NWCCU or CAPTE, and the student wishes to continue with their physical therapy education, the student will be required to continue their entry level DPT program at another University such as the University of Nevada Las Vegas or Texas State University, not in Utah at RMUoHP.
3. If CAPTE does not approve RMUoHP for national accreditation, the student may have spent three years of training at an institution that is not accredited. They may not be eligible to obtain licensure in their state as a Physical Therapist without CAPTE accreditation.
4. Student loan or other financing may be affected by the change in institutions.

**ACCREDITATION Information Required by the Commission on Accreditation in Physical Therapy Education (CAPTE):**

The Doctor of Physical Therapy (entry-level) program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

By submitting this application packet, I agree to abide by the admission requirements of the DPT Program. I accept full responsibility for submitting a completed Doctor of Physical Therapy admission packet prior to or by the designated application-filing deadline and I understand that I cannot be accepted in the DPT Program until I have completed all of the admission requirements.

*By signing my name in the space provided below, I verify that I have read, fully understand, and agree with the statements contained in this disclosure form.*

**Student**

**Signature:**

**Date:**

__________________________________________  _________________
Health Insurance Statement

The practice of physical therapy may have certain occupational risks. Students are required to carry their own health insurance and sign a waiver assuming all financial responsibility for any illness or medical bills occurred while enrolled in RMUoHP DPT Program. RMUoHP assumes no financial responsibility for an ill student, and all medical bills are the student’s responsibility.

Please complete the following information:

I have read the health insurance statement above. I am presently insured.

I declare to the best of my knowledge that I do not have and/or have not been exposed to any serious communicable diseases.

I understand that my status at RMUoHP will change if I do not tell my Program Director of any medical condition that may affect my school, other students, faculty, and staff members.

I understand that I assume all liability for any injury caused while performing laboratory or technical skills.

I understand that the performance of these procedures is required in order to graduate from this program.

I understand that any information discussed with the Program Director will be held in confidence, but that the Program Director reserves the right to discuss my needs and personal information with appropriate personnel including other faculty and administrators.

Name (please print):

Signature:

Name of Health Insurance Company:

Phone #:

Policy #:

Date:

Witness Signature Date:
As a student/graduate of RMUoHP, there will be occasions when RMUoHP is requested to provide information concerning your academic and clinical education performance to third parties, including, but not limited to employers, licensing boards, or personnel from clinical facilities.

The purpose of this form is to provide consent for the release of all such information.

Please initial below which information may be released and to whom:

______ Grades
______ Class participation
_____ Clinical education performance information
  • Name
  • Contact and identification information
  • Letter of verification related to background check and drug screen pre-requisites
  • Health information
  • OSHA & HIPAA training/certification
  • Health Insurance Information
  • Applicable academic and clinical performance and status
  • Emergency contact information
  • Vehicle registration information

_____ Current and/or permanent address to prospective employers
_____ All of the above

Other (specify): _____________________________________________________________

_____ Do not release any information about me

Student/Graduate Name (please print):

________________________________________________________

Signature: ___________________________ Date: ___________________________
Waiver of Medical Care

I waive medical care in connection with the incident on ____________________ (date),
at _____________ (time), occurring ____________________ (where).

I understand that I have been counseled by my instructor to seek medical care, but I decline.
I understand that I assume all liability associated with this incident.

Name (please print):

Signature: __________________________  Date: __________________

Witness: __________________________  Date: __________________
Multimedia Consent/Release Form

I do hereby consent to be photographed and/or videotaped, and have my voice and image recorded or otherwise by students, staff, or faculty of RMUoHP.

I understand that these recordings will be utilized for educational purposes only and as such will not be made available for public viewing.

This authorization extends from ________________ to ________________ (indefinitely, if not otherwise stated).

Name (please print):

Signature: Date:

Witness: Date:
Guest Participant Informed Consent Form

I willingly volunteer to participate as a clinical subject in one or more class or laboratory sessions at RMUoHP and agree to the following:

I may be asked questions pertaining to the details of my health and health care.

I may be asked to expose an area of my body for inspection by students and faculty but may expect my dignity and modesty to be protected.

I may refuse to participate in any way I feel necessary.

I understand that this is a student educational laboratory and that the quality of care I receive may be less than that received from a graduate professional.

I understand that my voice or image may be recorded (e.g. photograph or digital recordings), and that these images will be used only for educational purposes.

I waive any claims against RMUoHP, its representatives, employees, and students arising from my participation, excluding such claims as may be the result of gross negligence or willful misconduct.

I understand that I will not be compensated for my participation.

Name (please print):

Signature: ____________________________ Date: ____________________________

Course(s): ____________________________ Date(s): ____________________________
Authorization for Electronic Use of Signature

NOTICE REGARDING E-MAIL COMMUNICATIONS

In order for Rocky Mountain University of Health Professions (RMUoHP) to operate as a distance learning institution, the use of electronic communication is an integral part of our design and structure. To that end, we have developed an e-mail network and avenues for inquiries and response through this e-mail network. It is our intention to provide you with excellent service, and for our communications and responses to you to be expeditious, while adhering to legal requirements. In order for that to be possible, we need your acknowledgment of your e-mail address, i.e. electronic mail signature (digital signature), as a valid and binding signature on your part for the transmission of electronic communication by you.

It is particularly important that you understand the necessary confidentiality of your e-mail log in and password. Share it with NO ONE. Should you suspect or become aware of another person gaining access to your e-mail password or login ID, change it, and notify us of your new e-mail signature immediately. Please be advised that RMUoHP assumes no liability for the event or the consequences of another party gaining access to your e-mail account, and electronically "impersonating" you.

Should you choose not to return this form, we will not be able to respond to requests for information, or updates to information that are received via e-mail. Regardless of the effects upon you caused by delays or other unforeseen consequences, RMUoHP assumes no liability, and will not respond to e-mail requests or updates without your signed “Authorization for Use of Electronic Signature” on file. RMUoHP assumes no liability for late or misdirected mail.

I hereby authorize RMUoHP to accept all correspondence transmitted by me via electronic mail from the e-mail address submitted herein, as a valid electronic message from me and I agree that until my e-mail address is changed, all communications sent from this address shall be upon my signature, acceptable as a replacement for my written signature, including but not limited to financial transactions. I understand that I am responsible to notify the RMUoHP in the event that my valid digital signature changes, by mailing an updated signed “Authorization for Use of Electronic Signature” form to RMUoHP.

I understand that I am not guaranteed confidentiality of information that is transmitted electronically (by e-mail or by FAX), by RMUoHP, others, or myself. In the event that I request, either by valid electronic signature or in writing, that confidential information be transmitted, I release RMUoHP from all liability related to the release of the requested confidential information. RMUoHP will do its utmost to insure total confidentiality of all communication between you and the university.

By signing below, I release RMUoHP from any responsibility or liability for consequences pertaining to this request.

Last                      First                      Middle                      Program                      Class
Street address/PO Box
City                      State                      Zip
Primary E-mail address (digital signature)
Secondary E-mail address (digital signature)
Signature                     Date

By signing this Authorization for Use of Electronic Signature, all other previous submissions of this form received by Rocky Mountain University of Health Professions become invalid.