

**GANNON**  
UNIVERSITY

**DOCTOR OF PHYSICAL THERAPY PROGRAM**  
**Erie Campus**

**STUDENT HANDBOOK**  
**2022-2023**

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## **SECTION I: PROGRAM OVERVIEW**

### **INTRODUCTION**

The Doctor of Physical Therapy (DPT) Program at the Erie Campus is part of the School of Rehabilitative Sciences under Morosky College of Health Professions and Sciences at Gannon University. The program chair reports to the Associate Dean of the School of Rehabilitative Sciences, and both report to the Dean of Morosky College. The program chair and faculty members establish and annually review the policies governing the program. These policies, while consistent with the policies of Gannon University, reflect the specific and unique needs of the physical therapy program. DPT students must adhere to all program policies as well as University policies.

### **PROGRAM VISION**

Gannon University's Doctor of Physical Therapy Program at the Erie Campus will be a leader in educating autonomous physical therapists who participate in integrative and collaborative practice to facilitate high quality health and educational outcomes. We will be practitioners of choice in the community, recognized as experts in movement, function and health. As leaders, we will embrace our social responsibility, promote humanistic care, and contribute to the profession's body of knowledge.

### **PROGRAM MISSION**

The mission of the Doctor of Physical Therapy Program at Gannon University Erie Campus facilitates holistic patient/client-centered management related to movement, function and health. We prepare our graduates to be knowledgeable, service-oriented, reflective practitioners. Our graduates render evidence-based, professional judgments concerning patient/client needs by virtue of critical thinking, interprofessional collaboration, lifelong learning and adhering to ethical principles. They possess the intellect, psychomotor proficiency, leadership capabilities, and core values to meet the current and future needs of the profession, the health care system, and society.

### **PHILOSOPHY OF PHYSICAL THERAPIST EDUCATION**

Physical therapists are integral members of the health care team who are recognized and respected for their education, experience, and expertise in movement, function and health. The Doctor of Physical Therapy Program at Gannon University Erie Campus is guided by the following tenets:

- The essence of physical therapy practice is patient/client-centered management for body functions, activity and participation related to movement, function and health.
- Professional physical therapist education should prepare individuals to be autonomous practitioners capable of providing direct access.
- Active, integrative and experiential learning methods promote student self-reliance, increase self-assessment skills and develop a pattern of independent learning that will promote lifelong learning and continuing professional development.
- Evidence-based practice (EBP) is the framework for physical therapy practitioners' clinical decision-making. EBP skills are cultivated through development of self-directed learning, utilizing a variety of resources that are enhanced by technology.
- The health care environment is continually evolving. Physical therapist practice encompasses roles in primary, secondary, and tertiary care, as well as prevention, health promotion and wellness.
- Practitioners are educators who use their knowledge, creativity, communication and interpersonal skills to

- promote the health of individuals and communities.
- Global citizenship is expressed within the practitioner's life by advocating for equitable allocation of healthcare resources, providing culturally sensitive care; maximizing multicultural learning; cultivating awareness and perspective of the global society; and understanding the existence of, the cause of, and our role in addressing health disparity.
- Competency based education ensures that practitioners demonstrate proficiency in knowledge, psychomotor, and affective domains.
- Professionalism is an integral part of physical therapy education and practice.

### **PROGRAM GOALS**

Consistent with the University's and Program's Mission Statements, the goals of the Doctor of Physical Therapy Program at Gannon University Erie Campus are:

1. The DPT Program and DPT faculty will deliver evolving contemporary, evidence-based professional Doctor of Physical Therapy education.
2. The DPT Program will develop students to become knowledgeable, service-oriented, collaborative practitioners.
3. The DPT Program and DPT faculty will support the growth of physical therapy by developing students/graduates who engage in ongoing professional development.
4. The DPT Program, DPT faculty, and students/graduates will promote the health, wellness, and quality of life in the community and society.
5. The DPT faculty will contribute to the advancement of knowledge in physical therapy and health science through scholarly activity.
6. The DPT faculty and students/graduates will model professionalism through involvement in the University, the profession and associated organizations.

### **PRACTICE EXPECTATIONS AND EDUCATIONAL OUTCOMES**

The Erie Campus Doctor of Physical Therapy Program's overall curriculum goals and educational outcomes are defined by the physical therapy profession's practice expectations which encompass behaviors, skills, and knowledge that describe the expected performance of the physical therapist. Practice expectation goals occur in four different areas: 1) professional ethics, values and responsibilities; 2) patient/client management; 3) participation in the healthcare environment; and 4) practice management. In aggregate, they delineate the educational outcomes and performance of the graduate upon entry into the practice of physical therapy. The overall outcomes expected of each student while in the program and at graduation have been identified and are assessed based on progression through the curriculum.

#### *Outcomes of Students While in the DPT Program*

Develop competence in patient/client centered care management for body functions, activity and participation related to movement, function and health.

Demonstrate professionalism and ethical behavior in all aspects of the education, community and clinical setting.

Develop skills to incorporate evidence-based practice in clinical decision-making.

Develop skills in educating, collaborating and communicating with patients/clients, caregivers, colleagues, payers and policy makers.

### *Outcomes of Students by Graduation*

Competent in patient/client centered care management for body functions, activity and participation related to movement, function and health.

Demonstrate professionalism and ethical behavior in all aspects of the educational, community and clinical setting.

Incorporate evidence-based practice in clinical decision-making.

Skilled in educating, collaborating and communicating with patients/clients, caregivers, colleagues, payers and policy makers.

### **STUDENT ACHIEVEMENT MEASURES**

In addition to educational outcomes which are assessed annually, the DPT Program assesses graduation rates, employment rates and the pass rate on the National Physical Therapy Examination. Current information is posted on the program website and below.

<b>Cohort</b>	<b>Graduation Rate</b>	<b>First time Pass Rate NPTE</b>	<b>Overall NPTE Pass Rate</b>	<b>Employment Rate (6 months post-licensing)</b>
Class of 2022	94%	91.7% as of 4/22	n/a	n/a
Class of 2021	86%	88.6%	100%	100%
Class of 2020	94%	93.8%	97.9%	100%
Class of 2019	95%	85.4%	100%	100%
Class of 2018	94%	91%	100%	100%
Class of 2017	98%	88%	96%	100%
Class of 2016	100%	96%	100%	100%
Class of 2015	100%	98%	100%	100%

### **CURRICULUM PLAN**

Building on the study of normal structure and function, the curriculum plan uses a theoretical base to build courses and learning experiences which prepare the student for the contemporary practice of physical therapy. Beginning with basic sciences, followed by clinical and physical therapy sciences, systems-based sequencing of the movement systems of musculoskeletal, neuromuscular, cardiovascular, pulmonary and integumentary are presented. Elements of the patient/client management model including examination, evaluation, physical therapy differential diagnosis, prognosis, intervention, and outcomes are integrated into each of the clinical science courses. Both clinical science and research content are framed within an evidence-based practice format, utilizing current scientific research in conjunction with clinical experience for a specific patient/client problem within the physical therapists' scope of practice. Concepts between and within each course are cumulative and competency based, and continued enrollment depends upon mastery and use of previous concepts. Practical clinical experiences are integrated into the academic program to allow immediate application of didactic material. The Directors of Clinical Education assign students to clinical sites, based on student and learning goals. In addition to sites in the Erie and western Pennsylvania areas, the program offers over 550 clinical experiences at sites throughout the country. This enables the student to have the opportunity to practice with a culturally diverse client population and learn various physical therapy approaches from experienced clinicians.

<b>1st Semester - Fall</b>		<b>Credits</b>
GDPT 802	Foundations in Pathology & Medical Management for the Physical Therapist 1	3
GDPT 810	Health Care System & Policy 1	2
GDPT 811	Applied Anatomy	2
GDPT 815	Essentials of Physical Therapy Practice	2
GDPT 816	Community Health Initiative 1	1
GDPT 818	Foundations in Human Movement (w/lab)	<u>6</u>
	<b>Total</b>	<b>16</b>

<b>2nd Semester - Spring</b>		
GDPT 812	Foundations in Pathology & Medical Management for the Physical Therapist 2	2
GDPT 814	Evidence-Based Practice 1	2
GDPT 822	Examination, Evaluation & Interventions for Musculoskeletal Movement Dysfunction of the Extremities (w/lab)	9
GDPT 825	Examination, Evaluation and Interventions for Musculoskeletal Movement Dysfunction of the Spine (w/lab)	4
GDPT 826	Community Health Initiative 2	<u>1</u>
	<b>Total</b>	<b>18</b>

<b>3rd Semester - Summer</b>		
GDPT 830	Health Care System & Policy 2	2
GDPT 831	Foundations in Geriatrics	2
GDPT 832	Clinical Experience 1 (10 weeks)	<u>5</u>
	<b>Total</b>	<b>9</b>

<b>4th Semester – Fall</b>		
GDPT 821	Examination, Evaluation & Interventions for Cardiovascular & Pulmonary Dysfunction 1	2
GDPT 841	Foundations in Pediatrics	4
GDPT 843	Examination, Evaluation, & Interventions for Neuromuscular Movement Dysfunction 1	4
GDPT 848	Neuroscience (with lab)	5
GDPT 847	Clinical Synthesis 1	1
GDPT 844	Evidence-Based Practice 2	<u>1</u>
	<b>Total</b>	<b>17</b>

<b>5th Semester - Spring</b>		
GDPT 823	Examination, Evaluation & Interventions for Cardiovascular & Pulmonary Dysfunction 2	3
GDPT 850	Health Care System & Policy 3	2
GDPT 853	Examination, Evaluation, & Interventions for Neuromuscular Movement Dysfunction 2 (with lab)	9
GDPT 854	Evidence-Based Practice 3 & Guidance	2
GDPT 856	Community Health Initiative 3	<u>1</u>
	<b>Total</b>	<b>17</b>

<b>6th Semester - Summer</b>		
GDPT 862	Clinical Experience 2 (10 weeks)	5
GDPT 867	Clinical Synthesis 2	1
GDPT 860	Health Care System & Policy 4	1
GDPT 866	Community Health Initiative 4	<u>1</u>

Total 8

**7th Semester - Fall**

GDPT 873 Examination, Evaluation, & Interventions for Integumentary & Multi-System Movement Dysfunction	4
GDPT 870 Health Care System & Policy	2
GDPT 872 Clinical Experience 3 (8 weeks)	4
Elective	<u>2-3</u>
Total	<b>12-13</b>

**8th Semester - Spring**

GDPT 882 Clinical Experience 4 (12 weeks)	6
GDPT 887 Clinical Synthesis 3	2
GDPT 886 Community Health Initiative 5	1
Elective	<u>2-3</u>
Total	<b>11-12</b>

**Total Credits 109-110**

Five credits of elective coursework are required in this curricular plan. Students may fulfill this requirement either by completing their evidence-based practice project or selecting from program generated elective courses available during the student's 7<sup>th</sup> or 8<sup>th</sup> semesters of the program. These course offerings are delivered via an online or hybrid format.

## **SECTION II: APPLICATION AND ADMISSION POLICIES AND PROCEDURES**

### **ADMISSIONS**

**POLICY:** The DPT Program admits 50 qualified students into each cohort, to begin classes in the fall semester. Qualified GU undergraduate students are given preference for 75% of the seats in each admitted cohort. The remaining 25% of seats are awarded to non-Gannon students. The following are admission requirements to the Gannon DPT Program at Erie Campus:

- Baccalaureate degree from an accredited college or university
- cumulative prerequisite course quality point average (QPA) of 3.0 or better (4.0 scale). Grades below a C are not acceptable
- overall undergraduate QPA of 3.0 or better (4.0 scale)
- applicant demonstrates the ethical, personal and professional qualities to fulfill the role of the physical therapist as determined by review of the applicant's references
- application deadline is December 1
- qualified applicants will be offered optional attendance at an informational session with faculty and current DPT students
- TOEFL – minimum score of 550 for all applicants from non-English speaking countries
- meets Essential Functions of the Student Physical Therapist or files request for reasonable accommodations.

No otherwise qualified individual, by reason of their disability alone, shall be excluded from admission to the program in accordance with the Americans with Disabilities Act. It is the policy of Gannon University and the GU DPT



Program to affirmatively implement equal opportunity to all qualified applicants. In administering its affairs, the University and DPT program shall not discriminate against any person on any basis prohibited by law. All aspects of student affairs and education of students including recruitment, admissions, financial aid, placement, access to facilities, student discipline, student life and student employment conform to this policy.

Prerequisite Course Requirements

Psychology (200 level course or above)	1 semester
Statistics	1 semester
Human Anatomy with Lab (200 level course or above at 4 year degree granting institution) (cadaver dissection recommended)	1 semester
Human Physiology	1 semester
Human Physiology Lab	1 semester
Exercise Physiology	1 semester
Physics with Lab	2 semesters
Biology	2 semesters
Chemistry	2 semesters

The above requirements cannot be waived. Prerequisites must be completed within five years preceding entrance to the graduate program and by June 30<sup>th</sup> of the year entering the graduate program.

Recommended Courses

Social Science – at least two additional semesters (i.e. sociology, social psychology)  
Kinesiology with lab

PROCEDURES/PRACTICES FOR EXTERNAL APPLICANTS

- Applicant completes PTCAS application by December 1<sup>st</sup> at [www.ptcas.org](http://www.ptcas.org). Application includes college course completion, grades earned, prerequisite information, demographic information, three letters of recommendation, and additional required information.
- Once application is verified, PTCAS provides applicant information to Admissions Committee, comprised of designated Graduate Admissions staff, Chair of DPT Program in Erie, Associate Program Director of DPT program, and appointed core faculty.
- Graduate Admissions office seeks additional information, as necessary, to complete DPT applications.
- Graduate Admissions Office ensures a complete application.
- Applicants' information (prerequisite GPA and overall GPA) is entered into weighted admission formula and applicants are ranked highest to lowest based on the totals of this formula.
- Admissions Committee reviews applicants for any red-flag concerns, such as a letter of recommendation which identifies a concern.
- If a concern is noted in a letter of recommendation, the individual writing the letter is contacted for further information to clarify the concern.
- Admissions Committee provides acceptance decisions to those ranked highest based on the number of seats available in the cohort.
- Letter is mailed to applicant offering spot in cohort. 2-6 weeks are provided for \$500 non-refundable deposit and acceptance of seat in class. January 15 is first required due date for deposit.

An alternate candidate list is developed, based on the rankings; as a space opens in this cohort, the committee will offer the next seat to the highest-ranking candidate in the cohort.

- Seats are only offered based on a cohort size of 50 students.

PROCEDURES/PRACTICES FOR GANNON APPLICANTS

- Gannon applicant completes DPT self-report transcript form by October 1<sup>st</sup> and submits to Graduate Admissions office. Application includes self-reported transcript form, grades earned, three letters of recommendation and any additional required information.
- Once application is complete, the applicant's information (prerequisite GPA and overall GPA) are entered into weighted admission formula and applicants are ranked highest to lowest based on the totals of this formula.

- Admissions Committee reviews applicants for any red-flag concerns, such as a letter of recommendation that identifies a concern.
- If a concern is noted in a letter of recommendation, the individual writing the letter is contacted for further information to clarify the concern.
- Admissions Committee provides acceptance decisions to those ranked highest based on the number of seats available in the cohort.
- Letter is mailed to applicant offering spot in cohort. 2-6 weeks are provided for \$500 non-refundable deposit and acceptance of seat in class.
- An alternate candidate list is developed, based on the rankings; as a space opens in this cohort, the committee will offer the next seat to the highest-ranking candidate in the cohort.
- Seats are only offered based on a cohort size of 50 students.

*Types of Admissions Decisions.* The Admissions Committee will use the above procedure to admit a cohort of 50 students. The committee will rank an additional group of candidates as alternates for admission. As space opens up in the class, the committee will offer that space to the highest-ranking alternate candidate in that category (internal candidate or external candidate). No more than 50 offers are made at one time to ensure this class cohort size is maintained. An applicant's location on the alternate lists will not be revealed to them.

## **UNDERGRADUATE PHYSICAL THERAPY PROGRAM - ERIE CAMPUS**

The undergraduate Physical Therapy Program at Gannon University prepares students for acceptance into the DPT program. Students are accepted into one of the following programs: 4+3 or 3+3. The recommended curriculums for these undergraduate programs are detailed in the Gannon University undergraduate catalog.

Minimum requirements for acceptance into the undergraduate PT program include completion of college prep biology and chemistry with labs and three years of college prep mathematics. Additional requirements for enrollment and continued participation in the program are based on which undergraduate PT program a student is enrolled. Students meeting either of the admission criteria below have a guaranteed position in the DPT program. Inability to maintain the required criteria, however, will result in removal from this program option.

### 4 + 3 Program:

- SAT total of 1090 (ACT score of 21 or higher).
- High school GPA of 3.0 or higher on a 4.0 scale.

Students offered this guaranteed position must also maintain the following criteria while enrolled in the Undergraduate Program at Gannon:

- Overall GPA (no rounding) of 3.0 or higher in Gannon undergraduate courses by end of senior/4<sup>th</sup> year.
- Earned GPA of 3.0 or higher in prerequisite courses by end of senior/4<sup>th</sup> year.
- A grade of "C" or higher must be earned in all pre-requisite courses.
- Students are allowed to repeat up to 4 credits of pre-requisite course work.
- Students can only replace up to 2 pre-requisite course grades if the original grade was a "C"
- Eligible pre-requisite courses which can be replaced are courses in biology, chemistry, statistics, or psychology.

### 3+3 Program:

- A high school GPA of 3.4 or better on a 4 point scale.

- SAT total of 1170 or higher (ACT score of 24 or higher).

Students offered this guaranteed position must also maintain the following criteria while enrolled in the Undergraduate Program at Gannon:

- Overall GPA (no rounding) of 3.4 or higher in Gannon undergraduate courses by end of junior/3<sup>rd</sup> year.
- Grade of “C” or higher earned in all pre-requisite courses.
- Earned GPA of 3.4 or higher in all prerequisite courses by end of junior/3<sup>rd</sup> year.
- Students are not allowed to repeat any pre-requisite courses.
- All requirements need to be completed by June 30<sup>th</sup> prior to start of DPT program.

Failure to meet any of the GPA requirements will place the student into the 4 +3 program.

The following list of pre-requisites are required for admission to the DPT program:

- |   |             |
|---|-------------|
| • Biology (BIOL 122, BIOL 124)                                | 2 semesters |
| • Chemistry (CHEM 111, CHEM114)                               | 2 semesters |
| • Psychology (behavioral/social science @ 200 level or above) | 1 semester  |
| • Statistics  | 1 semester  |
| • Physics with lab (PHYS105,106,108,109)                      | 2 semesters |
| • Human Physiology with lab(BIOL 368/369)                     | 1 semester  |
| • Exercise Physiology (SPRT 390) w/lab recommended            | 1 semester  |
| • Human Anatomy (BIOL 365/366) w/lab                          | 1 semester  |

### **ESSENTIAL FUNCTIONS OF THE STUDENT PHYSICAL THERAPIST**

**POLICY:** The DPT program has identified physical and cognitive activities which students must be able to perform for successful participation in the program.

**PROCEDURES/PRACTICES:** The Essential Functions of the Student Physical Therapist are provided to applicants to the program and upon acceptance to the program. They can also be found on the DPT Gannon Erie Campus program website. Students are responsible to identify and seek reasonable accommodations for those activities, which they are unable to perform as described in this document. Upon admission to the university, students needing any classroom accommodations should contact the Office of Accessibility Services at (814) 871-5522. Students requiring accommodations in the clinical setting should discuss those needs with either Co-Director of Clinical Education for the DPT Program.

### **TRANSFER OF CREDITS**

**POLICY:** Graduate level credits may be accepted as transfer credits, in place of the elective course requirement, upon review and approval of the program chair. Transfer of graduate level courses, in place of required physical therapy program courses, will be evaluated on a case by case basis by the Admissions Committee. Generally, transfer of graduate level courses to replace physical therapy program courses are not accepted.

**PROCEDURES/PRACTICES:** An enrolled DPT student wishing to use successfully completed graduate credits in place of elective coursework should provide transcripts and the identified course titles to the program chair. The program chair will review the relevance of these courses, and if approved, an email will be sent to the Registrar requesting transfer of these credits to the student’s transcripts. This transfer of credits will serve to fulfill the 5-6 elective credits required for graduation.

An applicant wishing to transfer graduate level courses, to replace DPT program courses, must provide comprehensive course descriptions, syllabi and schedules, to the program chair. This information will be evaluated for its consistency with the GU Erie DPT Program coursework. Applicants will be advised, in a timely manner, of the DPT program's ability to transfer these credits into the program. Generally, transfer of graduate level courses to replace DPT program courses are not accepted.

### **ARTICULATION AGREEMENTS WITH OUTSIDE COLLEGES AND UNIVERSITIES**

**POLICY:** The Doctor of Physical Therapy Program maintains articulation agreements with various undergraduate institutions as a means of mutual promotion of physical therapy education. Currently these agreements offer early admission opportunities and/or a 3+3 model to a designated number of students desiring enrollment in Gannon's Doctor of Physical Therapy Program.

**PROCEDURES/PRACTICES:** Articulation agreements are reviewed annually with the outside program and require ongoing communication with the program to determine appropriate applicants, the interview process (if required), and selection of candidates for the specific program. A copy of the agreement is maintained in the Program Chair's office. Applicants from these colleges/universities must use PTCAS to submit their applications. Acceptance decisions are communicated directly with the applicant. Compiled performance data of matriculated DPT students are provided to the articulating program every five years, unless requested in a different timeframe.

### **NON-DISCRIMINATION AND AFFIRMATIVE ACTION**

**POLICY:** It is the policy of Gannon University and the GU DPT Program to affirmatively implement equal opportunity to all qualified applicants and existing students and employees. In administering its affairs, the University and DPT program shall not discriminate against any person on any basis prohibited by law. All aspects of employment including recruitment, selection, hiring, training, transfer, promotion, termination, compensation and benefits shall conform to this policy. All aspects of student affairs and education of students including recruitment, admissions, financial aid, placement, access to facilities, student discipline, student life and student employment conform to this policy.

Furthermore, Gannon University and the GU DPT Program does not discriminate on the basis of sex in its education programs and activities. Gannon University will protect the rights of all students and employees to work and study free from harassment, including sexual harassment and/or sexual violence.

Inquiries and complaints concerning the application of Title IX and other non-discrimination policies are to be referred to the Gannon University Title IX Coordinator at (814) 871-7224 and Director of Human Resources at (814) 871-5624 or addressed in person. Human Resources is located in the University Services building, 406 Peach Street. The Title IX Coordinator is located in 306 Beyer Hall in the Student Development and Engagement office.

### **UNDERGRADUATE ACADEMIC ADVISING**

**POLICY:** The Doctor of Physical Therapy faculty support the undergraduate PT program through academic advising and answering DPT program-related questions for students in the undergraduate Physical Therapy Program.

**PROCEDURES/PRACTICES:**

Doctor of Physical Therapy faculty assist the students with questions related to physical therapy admission requirements as well as completion of undergraduate degree requirements and GPA maintenance for their specific UG PT program track.

## **SECTION III: PROFESSIONAL BEHAVIOR POLICIES AND PROCEDURES**

### **PROFESSIONAL BEHAVIOR**

In the process of becoming a professional, the student accepts certain responsibilities related to behavior. Professional behavior is characterized by integrity, respect, openness to new situations and people, intellectual curiosity, responsibility for one's own actions, and a commitment to ethical practice.

The DPT program faculty recognizes the Core Values of Professionalism in Physical Therapy for clinicians outlined by the APTA. Faculty strive to assist the student in awareness of these values, and development of behaviors consistent with the Core Values.

Ten professional behaviors have been identified by physical therapy clinicians as valuable to success in the profession. These behaviors are defined and should be considered in the context of physical therapy practice and not life experiences in general, as translation from one to the other does not necessarily occur. The ten professional behaviors and definitions include:

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. **Problem Solving** – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. **Interpersonal Skills** – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. **Responsibility** – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. **Professionalism** – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. **Use of Constructive Feedback** – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. **Effective Use of Time and Resources** – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. **Stress Management** – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. **Commitment to Learning** – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

\*Based on the work of May WW, Kontney L, and Iglarsh ZA, 2008-2009 in modification of May WW, Morgan BJ, Lemke JC, Karst GM, Stone HL. Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*. 1995;9:3-6.

POLICY: Professional behavior includes the tenets noted above, following the program policies outlined in this

manual and course syllabi, as well as the “Guide for Professional Conduct” ([http://www.apta.org/uploadedFiles/APTAorg/Practice\\_and\\_Patient\\_Care/Ethics/GuideforProfessionalConduct.pdf](http://www.apta.org/uploadedFiles/APTAorg/Practice_and_Patient_Care/Ethics/GuideforProfessionalConduct.pdf)) and “Code of Ethics” ([https://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/Ethics/CodeofEthics.pdf](https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf)) published by the APTA.

## **ETHICS COMMITTEE**

Purpose: The Ethics Committee was established to provide direct student input in the design and establishment of strict guidelines regarding academic honesty and dishonesty in the Doctor of Physical Therapy program. It allows for student ownership of these rules and will provide an avenue in which students can relate academic dishonesty to dishonesty/unethical conduct in the post-graduate, professional setting.

Goals of the Committee:

1. Establish non-ambiguous guidelines regarding academic integrity for students in the Doctor of Physical Therapy program.
2. Uphold Gannon University’s Academic Integrity Policy as it pertains to the Doctor of Physical Therapy program.
3. Annual review of the Student Guidelines for Academic Integrity in the DPT Program.
4. Establish and review annually the Doctor of Physical Therapy Honor Code.
5. Present the Honor Code and Guidelines for Academic integrity to the first year students.
6. Allow an avenue for discussion with the students of these guidelines, academic issues in reference to academic dishonesty, and ethical practice as a student physical therapist.

Committee Composition: Two to three students per class  
Academic Advisor

Committee Meeting Times: Once per semester or as needed

New Members: New members will volunteer during the first semester of their academic study in the DPT program.

## **DOCTOR OF PHYSICAL THERAPY PROGRAM HONOR CODE**

### **Preamble**

The Honor Code has been developed by the Ethics Committee, which is made up of three elected members from each class and a faculty advisor. The purpose of the Honor Code is to ensure students abide by ethical standards established by the Doctor of Physical Therapy Program and the Academic Integrity Policy of Gannon University. It has been created to enhance an environment which is conducive to learning. Learning can be achieved through various means, such as working in groups, helping each other practice techniques, and studying with each other. This atmosphere of learning needs to include abiding by high academic ethical standards. In order to be a successful physical therapist, one must abide by the seven core values established by the American Physical Therapy Association. These core values are the foundation for our honor code.

### **Seven Core Values<sup>1</sup>**

- Accountability
  - “Active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist, including self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society.”
  - Examples: Accepting consequences of own actions, equally contributing to group projects
- Altruism

- “Primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist’s self-interest.”
- Ex: Helping classmates study
- Compassion/Caring
  - Compassion: “The desire to identify with or sense something of another’s experience.”
  - Caring: “The concern, empathy, and consideration for the needs and values of others.”
  - Ex: Being respectful towards classmates and professors
- Excellence
  - “Physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity, and works toward development of new knowledge.”
  - Ex: Studying in advance to learn instead of waiting until the last minute to memorize and ‘get by’ on exams, not doing the bare minimum for assignments and volunteer hours
- Integrity
  - “Steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and “speaking forth” about why you do what you do.”
  - Ex: adhering to Honor Code
- Professional Duty
  - “Commitment to meeting one’s obligations to provide effective physical therapy services to patients/clients, to serve the profession, and to positively influence the health of society.”
  - Ex: Displaying good behavior when on field trips or in clinic to promote the Gannon Physical Therapy program
- Social Responsibility
  - “The promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.”
  - Ex: Participate in community volunteer work

### **Upholding the Honor Code and the Role of the Ethics Committee**

The Ethics Committee is made up of student peers for the purpose of informing their peers of what consists of ethical behavior. The Ethics Committee also provides assistance with reporting ethical issues that other students may have heard and/or seen. It is the responsibility of the students to recognize if a breach to the Honor Code or Guidelines for Academic Integrity occurs and to confront the individual and/or report the incident to a faculty member or a member of the Ethics Committee. It is ideal for students to feel comfortable among their peers to approach each other when a violation has occurred; however, if students do not feel comfortable approaching the violator themselves, they can approach the Ethics Committee to report the violation.

The specific steps for upholding the honor code are as follows:

1. Confront the student when there has been a breach to the code to inform the student of the violation and to request the behavior stops.
2. If a student is uncomfortable approaching the student who has violated the code, the student may seek the assistance of an ethics committee member. When a committee member is approached, the member will seek the advice of the faculty advisor of the Ethics Committee. The committee member or faculty advisor may discuss the inappropriate behavior with the student.
3. If a student is unwilling to discuss a potential unethical or academic integrity issue with an ethics committee member or a faculty member an anonymous locked reporting box is located in the DPT student mailroom. The program secretary is responsible for monitoring the box and forwards any submissions to the faculty advisor of the Ethics Committee.
4. If the violation continues by the student or the reported offense is deemed a serious violation, the offense will be handled by the appropriate faculty member involved and is no longer the responsibility of the reporting student or ethics committee member.

### **Confidentiality**

It is part of the Ethics Committee's policy to keep all reports and the parties involved confidential, meaning no information will be shared with students or faculty to which the matter does not pertain. Students in the Ethics Committee are not a part of the review process if a breach of the Honor Code has occurred.

### **Jurisdiction**

The Honor Code should be applied to all areas, including but not limited to academic courses (graded and ungraded activities), clinical experience, and social networking.

As a student of the Gannon DPT Program it is your responsibility to uphold the Honor Code and to understand the ramifications if it is breached. If you have any questions about what entails ethical behavior, refer to the Guidelines for Academic Integrity outlined by the DPT Program located in the Student Handbook, the Academic Integrity Policy of Gannon University which can be found in the graduate catalog/or ask a faculty member or member of the Ethics Committee for clarification.

The DPT faculty of Gannon University Erie Campus endorse this student Honor Code.

### **The Pledge**

As a Doctor of Physical Therapy Student at Gannon University Erie Campus, I understand the importance of demonstrating the core values of accountability, altruism, compassion, excellence, integrity, professional duty, and social responsibility. I understand and will uphold these values through my interactions with fellow students and faculty. I have read and will follow the Academic Integrity Guidelines established by the DPT program. I understand it is my duty to conduct myself in an ethical manner at all times. It is also my responsibility to ensure that others also abide to this Honor Code.

I have read the Honor Code and the Academic Integrity Guidelines provided by the Gannon Erie Campus DPT Program, and I promise to adhere to the guidelines and conduct my behavior in an ethical manner at all times.

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Signature Date

<sup>1</sup>American Physical Therapy Association. Professionalism. Available at: <http://www.apta.org/Professionalism/>. Updated Sept. 1<sup>st</sup>, 2019.

## **STUDENT GUIDELINES FOR ACADEMIC INTEGRITY IN THE DPT PROGRAM**

The purpose of this list is to enable you to have a clear understanding of the policies that are in effect while participating as a student physical therapist at Gannon. Please read these guidelines carefully. Direct any questions you may have to one of the members of the Ethics Committee or your faculty advisor.

1. Examinations (Computer and paper format)- Cheating is prohibited. It can include any of the following:
  - a. Giving or receiving information to or from a classmate during an exam
  - b. Using any kind of assistance during the exam (e.g. cheat sheet, textbook, Notebook, cell phone, smart watch) unless otherwise directed by the course coordinator.
  - c. Discussing an exam with a classmate, other DPT student in the program, or DPT alum who has taken the exam prior to you
  - d. Discussing an exam with someone who has not yet taken the exam
  - e. Reproduction in written, audio, video or pictorial form any information from a previous examination.

Please be sure to read any information the course coordinator may have on academic dishonesty during written exams as specified in the course syllabus or verbalized by the instructor giving the examination.

2. Practical Exams - Practical examinations are an opportunity for students to apply their skills in a "simulated" clinical setting. Policies on cheating behavior are the same as with the written examinations. The following are examples of specific behaviors to avoid:



- a. No discussion of the diagnosis or content of your practical exam with any classmate until all students have successfully completed the practical exam process. This includes discussing any suggestions made by faculty, treatment chosen, evaluation methods you used to assess your “patient”, etc.
- b. Students who are further along in the program must not discuss cases with any student earlier in the program.
- c. At the beginning and at the end of practical exam, prior to your feedback, there should be no discussion or conversation with other students.
- d. No discussion of how you did on the Practical exam (pass or fail) or how “hard” or “easy” it was. This may set up the next student taking the exam for failure.
- e. Reproduction in written, audio, video or pictorial form any information from a previous practical.

You are able to practice scenarios with classmates who have not yet taken the exam; however, you should not simulate a patient described during your practical.

3. Check-offs - These activities are also considered a “simulated” examination; therefore, the same cheating behaviors as in #2 apply. In addition:
  - a. The check-off may involve a student treating another student as a patient. The student playing the patient cannot give any clues/hints to the student therapist at any time during the check-off.
  - b. The student therapist may not ask for any assistance from the “patient”.
4. Written Assignments - These activities are an individual’s work and any copying or sharing of information is considered a form of cheating. Please refer to the guidelines under plagiarism in the Gannon University Academic Integrity Policy\*.
5. Evidence-Based Practice Projects - Each project must be original work by each group. Research cannot be fabricated or contain falsified findings. Please refer to the guidelines under plagiarism in the Gannon University Academic Integrity Policy\*.
6. Group Assignments/Projects- Group projects must be completed with contributions from all participants. It is the expectation of the program that by listing the names of the students on a project, that all students have equally contributed to the final product.
7. Social Networking - Students are not to disclose any information regarding tests, practicals, or check-offs on any form of social media.

**\* The Gannon University Academic Integrity Policy is published in the Graduate and Undergraduate Catalogs.**

## **ACADEMIC INTEGRITY**

Maintaining an “atmosphere of academic honor” are the responsibilities of faculty and students alike at Gannon University. The DPT Program adheres to the University’s Academic Regulations and Academic Integrity Policy, which includes all classifications of Academic Dishonesty: Plagiarism, Fabrication, Cheating, and Academic Misconduct.

**POLICY:** All PT students are held to the Guidelines for Academic Integrity in the PT Program (included in this handbook), as well as the University’s Code of Academic Integrity. Furthermore, all graduate students, including DPT students, are required to uphold the University’s Student Conduct policies. All of these documents will be utilized to identify and deal with academic dishonesty within the program. Automatic dismissal from the physical therapy program may be the penalty for any proven instance of academic dishonesty.

**PROCEDURES/PRACTICES:** In any instance of suspected academic dishonesty, procedures outlined in the “Academic Dishonesty Procedure” of the Graduate Catalog are followed, which include:

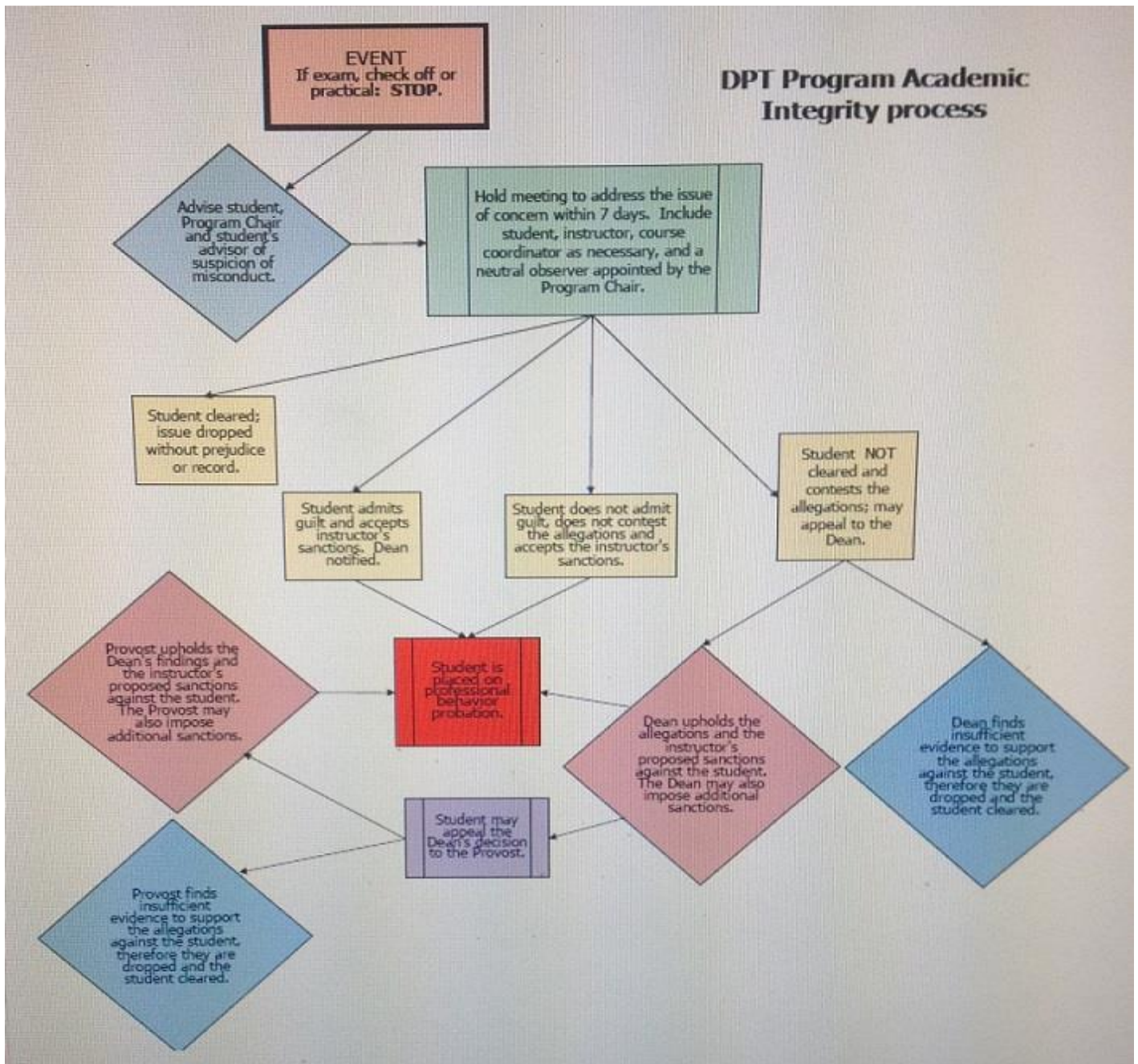
1. Promptly notifying the department chair and suspected student.
2. Specifically, the involved instructor must notify the student of the allegation within 10 calendar days of the discovery of the alleged violation and ask the student to meet to review the matter and to explain the alleged violation.
3. If the student agrees to meet to contest the allegation, the meeting should be scheduled within 7 calendar days of the notification.
4. If the student is cleared of the allegation, the matter will be dropped.
5. If the student is not cleared, the instructor will inform the Dean's Office of the violation. At that time, the Dean's Office shall inform the instructor of the student's number of previous violations of the academic integrity policy, if any.
6. Within 10 calendar days from the date the Dean is notified, the instructor will send a letter of sanction to the student.
7. The letter will detail the specific sanction imposed as determined by the instructor, in consultation with the department chair. Copies of the letter will be sent to the three College Deans.
8. At no time during the investigation or appeal process are students permitted to withdraw from the course in question.

### Appeals Process

The appeals procedures are outlined in the same section as Academic Dishonesty of the Graduate Catalog and are as follows:

1. Any student may appeal the instructor's decision to the Dean of the College for the course in question.
2. Appeals must be made within 7 calendar days of the date of the instructor's decision.
3. Students are expected to continue to attend class during the appeal process.
4. Within 10 calendar days of the Dean receiving the student's appeal, a hearing will be scheduled.
5. At the hearing, pertinent evidence will be presented by the instructor and the student will be given the opportunity to challenge the evidence and present a defense.
6. Additionally, the student may have one guest present at the hearing, but they cannot speak unless permitted by the Dean.
7. The Dean will make a final determination based on the evidence presented, or if insufficient evidence, will drop the matter.
8. If determined that the student was in violation of the Code of Academic Integrity, the Dean may support the original academic sanction imposed.
9. The Dean also has the power to issue administrative sanctions [i.e., separation from the University]).

The following Academic Integrity Process chart has been provided as a general guideline to assist faculty and students. **Ultimately, any academic integrity situation involving an exam, assignment, practical exam or check-off will be addressed on an individual basis.**



## **SOCIAL MEDIA POLICY**

The Gannon University Doctor of Physical Therapy Program has expectations for responsible and ethical behavior with Social Media. Examples include but are not limited to:

- Social networking sites such as Facebook or MySpace
- Video and photo sharing websites such as YouTube, Snapfish, Flickr, Instagram
- Microblogging sites such as Twitter or Tumblr
- Weblogs and Online forums or discussion boards
- Any other websites or online software applications that allow individual users to post or publish content on the internet.

Students should exercise care and good judgment when posting personal information/content on these sites. As a student of the DPT program at Gannon University, the general public, clinical instructors, the assigned facility and future employers, may view postings/pictures/videos erroneously.

**POLICY:** Students should not post any information on social media sites in regard to patients, clinical sites, clinical instructors, students, faculty and staff, even if it is believed that that all identifying information has been blinded. Additionally, the student will refrain from interaction with staff or patients on social media. This policy is intended to protect the privacy and confidentiality of patients, fellow students, faculty and staff, adjuncts and guest lecturers, clinical educators and affiliated facilities. Student must read and comply with all clinical facility HIPAA and social media policies.

**PROCEDURES/PRACTICES:** If there is an infraction which occurs while completing coursework /activities on campus, the student will be reviewed by the Student Performance Committee. Noncompliance with these policies while in clinic may result in the clinic site dismissing the student with subsequent student review by the Student Performance Committee to determine his/her status in the program.

### **PHOTOGRAPHY/AUDIO/VIDEOTAPING COURSE ACTIVITIES**

**POLICY:** Photographing or using an audio/video device to record a fellow student, faculty, guest lecturer, adjunct, or patient/community volunteer WITHOUT their prior knowledge AND verbal or written consent obtained is prohibited.

**PROCEDURES/PRACTICES:**

1. Students will request permission from the class instructor prior to recording lecture or laboratory activities.
2. Written consent is required before recording patients/community volunteers. Consent forms are available on the Student DPT website, and from the program secretary. The course coordinator will maintain these consents in the course files.

### **PROFESSIONAL BEHAVIOR PROBATION**

**POLICY:** Students with serious single offenses or repeated minor incidents in conflict with professional behavior expectations may be placed on Professional Behavior Probation.

**PROCEDURES/PRACTICES:**

1. Students in conflict with professional behavior expectations will be reviewed by the Student Performance Committee and may be asked to meet with the committee.
2. The Student Performance Committee will determine if a student is to be placed on Professional Behavior Probation, and the terms of that probation. These probation conditions will be determined on a case-by-case basis.
3. The Program Chair will issue a letter to the student detailing the conditions of the probation and probation length.
4. The student's academic advisor will review the letter and conditions of the probation with the student and have the student sign the letter. A copy of the letter is placed in the student file and copied to the dean and advisor.
5. The Student Performance Committee may dismiss a student based on a single severe offense, or recurrent offenses.
6. Students have the right to appeal dismissal decisions by the Student Performance Committee, as outlined in the Dismissal section of the Gannon University Graduate Catalog.
7. Students on Professional Behavior Probation will automatically be reviewed by the Student Performance Committee at the end of the semester to assess student's progress. The Program Chair will issue a letter to the student with any revisions in the probation conditions.

## **CONFIDENTIALITY**

**POLICY:** Students are expected to maintain confidentiality in BOTH the clinical and academic settings. This includes, but is not limited to, patient/client information, and information shared by individuals/colleagues from the community (community volunteers and community projects). Students are expected to be familiar with and adhere to HIPAA guidelines.

**PROCEDURES/PRACTICE:** Students are introduced to HIPAA in the first semester of the curriculum prior to any contact with patients or community volunteers in the classroom. Additional review of HIPAA regulations with assessment will occur prior to student participation in the first Clinical Experience. Proof of the student's competency on HIPAA is available in the student's file. Students must seek written permission from an individual/organization prior to gathering information, and/or taking pictures/videos, and maintain the written authorization when the material is submitted as part of coursework. All coursework that is completed that uses patient information or administrative information will be de-identified when submitted or presented to the course coordinator, unless written permission has been obtained to disclose this information.

## ***SECTION IV: ACADEMIC-RELATED POLICIES AND PROCEDURES***

### **ACADEMIC ADVISING**

Faculty members in the Doctor of Physical Therapy Program are dedicated to facilitating the achievement of the personal, academic, career and professional goals of the DPT student within the framework of their professional educational program and services provided by the University. The central element in advising excellence is genuine and sustained concern for students as persons and belief in their capacity for self-directed growth. Faculty members are also obligated to assure the public that graduates of the DPT Program will meet standards of safe practice in caring for the needs of others.

**POLICY:** Students are expected to maintain an appropriate level of communication with their faculty advisor related to their progress in the DPT program.

**PROCEDURES/PRACTICES:** Each student is assigned to a faculty advisor. That advisor will be the primary advisor to the student during the student's years of study, unless either party requests a change.

Responsibilities of the student to their faculty advisor include:

1. Making appointments with the advisor as requested/deemed appropriate, to keep the advisor informed of their academic progress.
2. Participating in planning their program and selecting courses outside of the physical therapy program (i.e. electives) with careful consideration of the relationship of the learning to their development as a practitioner and as a person.
3. Keeping the program secretary and advisor current on their contact information and notifying them promptly if any changes occur as to where or how they can be reached.

Under the supervision of their advisor, student may examine their programmatic records.

### **ORIENTATION FOR STUDENTS**

**POLICY:** Incoming students are oriented to the program including the policies and procedures of the program, the curriculum schedule, the role of faculty advisors, and campus services. It is the student's responsibility to familiarize themselves with all program policies and procedures included in the handbook, as not all policies are reviewed in this session.

**PROCEDURE/PRACTICE:** A two day (half days) mandatory orientation session is held with incoming students to the Physical Therapy Program prior to the start of the first semester. The session also offers the opportunity

for students to meet their colleagues and the faculty. Students are instructed in how to access the Student Handbook, and key policies will be reviewed.

### **GRADING SCALE**

POLICY: The following grades are assigned in all didactic DPT courses based on percentages earned:

Grade	Percent Grade	Points Per Credit Hour
A+	98-100	4.0
A	94-97	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	75-76	2.0
F	74 and below	0
I	Incomplete	0
X	Withdrawal	0
P	Pass	0
AU	Audit	0

### **ROUNDING GRADES**

Exams and assignment scores that end in 0.5 or higher will be rounded to the nearest whole number for the purpose of determining if mastery has been achieved. The actual raw scores will remain unchanged in the gradebook. Course grades will also be rounded to the nearest whole number for the purpose of determining the final letter grade for the course.

### **ACADEMIC REQUIREMENTS**

#### *Cumulative Grade Point Average*

POLICY: Consistent with University graduate policies, students must have a cumulative GPA of 3.0. No student may graduate with a GPA below 3.0.

PROCEDURES/PRACTICES: A GU DPT student with less than a 3.0 cumulative GPA or semester GPA may be denied registration and/or may be dismissed from graduate studies at Gannon by the Dean of the Morosky College of Health Professions and Sciences.

Students whose GPA falls below 3.0 are subject to academic review each semester and may be subject to Graduate Student Academic Action as outlined in the Graduate Catalog.

#### *Minimum Competency Level Expectation*

The Gannon DPT Program in Erie is founded on the premise that students need to demonstrate a minimum of 80% competency in knowledge and skill performance on all content of the DPT curriculum. This premise underscores that the student is safe, does no harm to the clients/patients that they examine and treat, but also that the student makes appropriate clinical decisions in the selection and performance of examination tools, evaluation, PT diagnosis/prognosis, and interventions that they choose. The 80% competency level approximates the passing level of the National Physical Therapy Examination, which all students must pass following graduation in order to become licensed to practice as a physical therapist.

Inherent in this premise is a strong expectation for the student to perform and strive for performance above the 80% level.

**POLICY:** DPT students need to demonstrate a minimum of 80% competency in knowledge and skill performance on all content of the program.

**PROCEDURES/PRACTICES:** Falling below minimum competency results in the following actions:

- Each major examination, written project, and practical examination where performance is less than 80% must be remediated to an 80% level through retaking the examination or resubmission of the written project.
- The original score achieved on each major exam and written project will be utilized for calculation of the final course grade.
- Two retake opportunities will be provided for any major exam, practical exam, or written project.
- Unsuccessful performance on two retake opportunities of a single major exam, practical exam or written project may result in review of the student's performance by the Student Performance Committee.
- If deemed appropriate by the Student Performance Committee, additional opportunities for retakes may be provided.
- If a student has not achieved mastery on a major exam, practical exam or written project following the opportunities to remediate and retake, the student will receive an "F" for the course.

### **ACADEMIC PROGRAM PROGRESSION**

**POLICY:** Progression in the DPT curriculum is ensured if the following conditions are met:

- No more than one course grade below a B- per semester
- No more than three course grades below a B- while enrolled in the DPT curriculum
- No course grades below a C while enrolled in the DPT curriculum
- 3.0 cumulative GPA\* is maintained while enrolled in the DPT curriculum
- No record of professional probation
- No record of clinical probation
- Satisfactory end of semester review by the Student Performance Committee

\* Refer to the *Academic Requirement* section of the Graduate Catalog for students who fall below 3.0 cumulative GPA.

**PROCEDURES/PRACTICES:** Progression within each semester is recorded for every student on the "Student Readiness Form" and is reviewed at the end of each semester by core faculty at a faculty meeting. As necessary, letters to students "at risk" may be issued, providing the student with additional performance expectations. The Student Performance Committee may request additional review of students.

### **STUDENT RETENTION**

**POLICY:**

Every student accepted into the DPT Program is provided an orientation, a faculty advisor, comprehensive course materials, ongoing access to DPT faculty and program services to facilitate success in the program. Clinical education faculty provide assistance prior to, during, and following clinical experience selection and assignment. The University provides technology and library services to enhance learning experiences; health and counseling services, and wellness programming are available for overall well-being. Every student is

encouraged to utilize these resources to be successful in ongoing enrollment through the eight semesters of the DPT program.

#### PROCEDURES/PRACTICES:

- Each student is introduced to program and university services at the mandatory orientation before the program starts.
- Each student meets their assigned faculty advisor during orientation, and further, is able to schedule individual meetings with their advisor at any time.
- Each course syllabus identifies course faculty, their respective contact information, and course policies. This introduction to the course also includes any additional services available through the program (i.e. open labs).
- Each DPT faculty member posts their schedule of availability outside their office door.
- Clinical experience information is posted on the Blackboard Clinical Education Site.
- Information Technology Services meets with the DPT students during the orientation sessions and provides information on their availability and services.
- Nash Library has physical therapy related documents posted.
- Available health and counseling services are described to each student during orientation.
- Wellness programming at the university is posted on my.gannon.edu.
- Ongoing communications to the student body indicate ongoing support to facilitate their success in the DPT program.

#### **GRADUATION**

**POLICY:** Once a student has successfully completed all academic and clinical education requirements of the DPT curriculum (109-110 credits), the Doctorate of Physical Therapy degree will be awarded.

**PROCEDURES/PRACTICES:** Certification for graduation is issued by the Dean's office once the Program Chair confirms that the student has successfully completed all course requirements for graduation and all grades are submitted by faculty. The Registrar's office is notified so that final transcripts are available for those students who need them to meet licensure requirements. Students completing these credits by the end of July (following expected May graduation) will be allowed to walk in graduation ceremonies.

#### **ACADEMIC PROBATION**

**POLICY:** Academic probation is an early warning system for the student to alert them to the need to change study strategies, test taking skills and/or their approach to mastering their understanding of the material in question. Definitions of each probation level are as follows:

**First probation:** A letter of academic warning is issued with two examination performances below an 80% within a semester. This includes written or practical examinations, but not retakes.

**Second probation:** A second letter of academic warning is issued if a third examination in the same semester is scored below an 80%.

**Third probation:** A third letter of academic warning is issued if a fourth examination in the same semester is scored below an 80%. This level of warning will result in review of student performance by the Student Performance Committee. Students who reach third academic probation may be subject to dismissal from the program.

#### PROCEDURES/PRACTICES:

1. When a student has not met the 80% competency level on an examination, the course coordinator records this on the respective Academic Probation Form.



2. If this exam failure moves the student to academic probation(s), the course coordinator notifies the Associate Director of the DPT Program.
3. A letter to the student is generated by the Associate Director of the DPT Program identifying the conditions of the probation.
4. This letter is given to the faculty advisor of the student.
5. The faculty advisor meets with the student to review the conditions of the probation and have the student sign the letter. A copy of the letter is placed in the student file, and copied to the dean, course coordinator, advisor and student.
6. If the student has reached third academic probation, a meeting with the Student Performance Committee is scheduled to discuss the concerns related to this student's performance. The student may be asked to attend this meeting.
7. The Student Performance Committee reviews pertinent student records, including undergraduate performance, course grades, test grades, professional behavior concerns, Clinical Performance Instrument(s), clinical journals, and any other materials. Following faculty discussion, a decision is reached.
8. The results of Student Performance Committee decisions for those students reaching third academic probation are provided to the student in a letter written by the program chair.
9. After third academic probation is reached, if the student is not dismissed, their performance continues to be monitored by the Student Performance Committee.
10. The Student Performance Committee may place students who have reached third academic probation on first probation in the following semester, to closely monitor academic performance.
11. The probation status of each student is recorded at the end of the semester on the Student Readiness Form.

*Student Performance Committee* consists of all GU DPT Erie faculty members. Meetings are scheduled as required, but no less than one time per month, to discuss students with academic and/or professional behavior concerns in the program. The Student Performance Committee discusses and decides conditions for probation.

### **INTERRUPTION OF STUDY**

In the event that a student is contemplating interrupting their progression in the Physical Therapy program, the student is strongly encouraged to first discuss these actions with a program faculty member or the program chair. This discussion is to provide the student with helpful information about alternatives, such as a leave of absence from the program. Due to the lock-step nature of the DPT program, the student should fully understand options that exist to continue in the program in another cohort, extend the length of time in the program, or complete clinical experiences outside of the regular schedule. Discussion with the program chair is required in the event of a student deciding to withdraw or take a leave of absence. Completion of appropriate forms and notification to other offices at the University is necessary.

### **LEAVE OF ABSENCE**

Temporary Leave of Absence: A maximum of one year for a leave of absence is allowed in the DPT program. The student must complete the "Withdrawal Form for Graduate Students" available in the Dean's office. Completion of this form requires the program chair's signature. Action steps will be identified about the conditions of return to the program, including the timeframe of return. Based on the circumstances of the leave of absence, these conditions may be agreed upon by the core faculty.

Medical Leave of Absence: The DPT program adheres to the procedure/practice stated in the Graduate Catalog.

### **WITHDRAWAL FROM DPT PROGRAM**

If a student wishes to make a complete withdrawal from the DPT program, the student must complete the “Withdrawal Form for Graduate Students” available in the Dean’s office. Completion of this form requires the program chair’s signature.

### **DISMISSAL**

**POLICY:** Dismissal from the DPT program may occur for academic, clinical, and/or professional reasons. Dismissal options can be without prejudice (permitted to reapply to the program) or with prejudice (reapplying to the program would not be allowed).

**PROCEDURES/PRACTICES:** The Student Performance Committee convenes to review a student’s academic, clinical and/or professional behavior. The entire student record is reviewed, including undergraduate performance, course grades, test grades, professional behavior concerns, Clinical Performance Instrument(s), clinical journals, and any other pertinent materials. The committee may request to speak to the student for additional information. Following faculty discussion, a decision is reached. A decision of dismissal without prejudice may identify required activities and timeframes for the student to meet prior to reapplication. In accordance with Gannon University policy, the DPT program follows dismissal and appeal processes as outlined in the Graduate Catalog.

## ***SECTION V: CLINICAL EDUCATION POLICIES AND PROCEDURES***

### **CLINICAL EDUCATION POLICIES AND PROCEDURES**

Policies and procedures for the clinical education components of the DPT curriculum are outlined in the Clinical Education Handbook and located on the DPT Clinical Education Blackboard site.

### **READINESS FOR CLINICAL EXPERIENCES**

**POLICY:** Each student must successfully complete all academic coursework, including skills check-offs, practical exams and written exams prior to starting clinical experiences.

**PROCEDURES/PRACTICES:**

- DPT faculty have identified a list of skills in which students must demonstrate competence and safety.
- These skills are assessed initially in a skills check-off. The grading rubric for these procedures identifies the items which must be performed 100% accurately (safely and competently) by an asterisk.
- DPT faculty have also identified on the Practical Exam Assessment Form the level required for safe and competent performance. Practical exams are a comprehensive assessment of communication, skill performance, selection and prioritization of exam and intervention techniques, clinical decision-making, safety and organization.
- DPT faculty review academic course grades, competence on skills check-offs, and practical exams to determine student’s participation in clinical experiences.

### **CLINICAL PROBATION**

**POLICY:** In the event that a student’s ratings fall below mastery level expectations at midterm or a critical incident/significant concerns box is checked, the student will be placed on clinical probation.

**PROCEDURES/PRACTICES:**

Participation in clinical education is restricted to students who have satisfactorily met all academic competencies of previous courses, who have met all health requirements of the University and clinic site. Mastery level expectations have been determined for midterm and final evaluations of each clinical experience using the APTA Clinical Performance Instrument. These expectations are defined in the Clinical Education Handbook and on the course syllabus for each clinical education experience.

	Mid-Term Level	Final Level
Clinical Experience 1	Beginner	Advanced Beginner
Clinical Experience 2	Advanced Beginner	Intermediate
Clinical Experience 3	Intermediate	Advanced Intermediate
Clinical Experience 4	Advanced Intermediate	Entry Level

A letter will be issued from the Director of Clinical Education detailing the conditions of the probation. The conditions of the probation may include, but are not limited to:

- Established meetings between the DCE, CCCE, CI and/or student;
- Weekly review of progress with DCE;
- Written learning contract between the CI, student, and DCE.

Upon successful completion of the conditions of the probation letter, the probation period will be discontinued. In the event that a student's ratings fall below mastery level at final or a "Significant Concerns" box is checked, the student will be considered failing the clinical experience and will be reviewed by the Student Performance Committee. In the event that the student continues in the program, clinical probation criteria will be established. Unsuccessful completion of probation conditions at any time will result in a failing grade for the clinical experience and the student's status in the program will be reviewed by the Student Performance Committee. This may result in dismissal from the program.

A maximum of two clinical probations is allowed for a student during the entire curriculum. The DPT faculty reserve the right to restrict student learning activities, including removal of the student from the site, at any time on the basis of any limitations demonstrated by the student to ensure the safety and welfare of the patient. Final assignment of grades for the clinical experience rests solely with the DCE.

## ***SECTION VI: CLASSROOM AND LABORATORY POLICIES AND PROCEDURES***

### **STUDENT EXPECTATIONS**

The following policies reflect mutual expectations for faculty and students throughout the program. Both faculty and students have the obligation to adhere to these policies and thereby create a positive atmosphere for learning.

- **Be prepared for class.** Students are expected to complete reading and other assignments on time. The course coordinator reserves the right to exclude any unprepared student from class or lab. As a general University policy, it is expected that for every contact hour, the student will spend an additional two (2) hours of outside class work. This includes lab preparation, reading assignments, open lab and written assignment preparation. Faculty are expected to provide students with appropriate learning objectives and class schedule at the onset of the course and notify students promptly of any changes.
- **Maintain a clean and safe learning environment.** Students are expected to return any lab equipment or supplies to its appropriate storage and discard any waste materials at the end of every class session, which includes spraying then wiping down their lab plinth with provided disinfectant. Disposal of soiled linen in the linen hamper and folding/replacing clean linen is the responsibility of the students. Students may only use lab equipment that they have already been instructed to use, and are asked to promptly report any depletion of supplies, malfunctions or damages to the course coordinator. **Students are PROHIBITED from bringing any pets into the lab area and from utilizing any lab equipment for**

**self-treatment or the treatment of others without faculty approval and supervision.**

- Feedback and response to course performances. Every attempt will be made to return tests and assignments within ten (10) class days. Be advised, however, that on occasion there may be a delay in the return of assignments. **Student dispute of any graded course assignment must be within 48 hours of the grade posting.**
- Seek/provide tutorial assistance as needed. Students are expected to recognize when they are experiencing academic difficulties and ask the course instructor, their advisor, and/or the Graduate Assistant for help. Faculty will be available upon request to consult with individual students at a mutually convenient time. Appointments should be scheduled directly with the faculty member.

**STUDENT ATTIRE**

**POLICY:** Students are expected to follow the DPT Dress Code for lab, lecture and special course-related activities requiring clinical attire, unless otherwise instructed. Common sense, good taste, good judgment and professionalism should be reflected in the personal appearance of the DPT students. Students are issued a photo identification in the first semester of the program. This photo identification should be worn during simulations and practical examinations, as well as during clinical experiences. Care should be taken to maintain the integrity of this identification. In the event that it is lost or in disrepair, please notify the program secretary for a replacement.

**PROCEDURES/PRACTICES:** Dress code expectations are consistent with those expected of Faculty and Staff at Gannon and adhere to Business Casual expectations.

Classroom Activities - Business Casual Attire is acceptable Monday - Thursday. Gannon Casual is acceptable on Friday or other designated days. Each DPT student should consider what would be acceptable in the clinic environment. Good judgment is expected!

Men's Business Casual

- Casual Slacks (no cargo pants; no jeans)
- Long walking shorts (no cargo)
- Shirts with collars, sweaters and Polo shirts
- Casual shoes/sneakers

Women's Business Casual

- Casual slacks, skirts & dresses (no cargo)
- Long walking shorts, capris, skorts
- Sweaters, turtlenecks, and blouses
- Casual shoes/sneakers

Lab Activities -- males will wear t-shirt and shorts

females will wear t-shirt, shorts and sports bras/swimsuit

shorts/shirts must be solid colors (only GU-related writing/designs)

wearing a shirt inside out is acceptable to eliminate other writing/designs

Gannon Casual

- Gannon shirts and sweatshirts
- Maroon and/or gold apparel representing Gannon colors
- Clothing that contains Gannon's name, logo or mascot
- Jeans when worn in conjunction with Gannon Casual attire or colors

**\*\*\*NOT PERMITTED**

Hats

Spaghetti strap or strapless sundresses (without a jacket)

Short shorts/skirts/dresses

Muscle shirts, tank tops or midriffs

Ripped, torn or patched clothing or cut-offs

T-shirts (except for Gannon casual)

Hoodies (except for Gannon casual)

Flip flops, hiking boots

Course Related Activities Requiring Professional Clinical Attire – As a health care professional in training,

students should demonstrate a professional appearance and behavior during all course activities where they are representing the profession (simulations, practical examinations, community volunteer visits, and visits to external agencies). Students are expected to be neat and appropriately dressed. Professional dress includes business casual (dress slacks and shirts/blouses; polo shirts; closed low-heel shoes; socks; no jeans). If the facility requires that scrubs and/or lab coats are worn, they must be clean and pressed. Hair should be sensibly styled, pulled back, neat, and clean. Fingernails should be kept trimmed and free of nail polish. Appropriate jewelry includes a watch with a second hand, wedding ring, and one post earring in each ear. Piercings, other than one set of post earrings, and tattoos must be covered. Cleavage and mid-riff skin must be covered.

Photo Identification – DPT program issued photo identification should be worn for all patient simulations, practical exams, off-campus course related activities and whenever individuals from the community are on-campus for course related tasks. This identification must also be worn for all clinical experiences per the Dress Code policy outlined in the Clinical Education Handbook.

### **CELL PHONE USE**

**POLICY:** Cell phones should be silent or off (not on vibrate) and not seen during class time UNLESS they are being used specifically for a learning activity. Violation of this policy is considered unprofessional behavior.

### **ATTENDANCE/TARDINESS**

**POLICY:** Timely attendance is expected for all classes. Students are not to request “permission” to absence themselves from class but are expected to make appropriate decisions in balancing school/life activities. Students are expected to follow the procedures for attendance/tardiness. Repeated failure to do so or excessive absences may lead to Professional Behavior Probation as outlined below.

**PROCEDURES/PRACTICES:** If a student is unable to attend a class, they are to notify the program secretary via phone/voicemail (814-871-5639) as soon as possible. An absence form will be placed in the student file, copies distributed to the indicated faculty, and the absence noted on the class tracking form. Planned absences should be discussed with each course coordinator ahead of time, and an absence form completed with the program secretary. Each course coordinator may have different consequences for missed classes (loss of participation points, additional requirements for making up material missed). Faculty is not required to remediate absent students.

Students who fail to provide notification of an absence on 2 or more occasions will be reviewed by the Student Performance Committee for consideration of Professional Behavior Probation. Students absent on more than 5 occasions while in the program shall receive a letter from the Program chair (copied to their advisor) discussing the necessity of professional behavior and future action that may need to occur, such as a referral to the Student Success Center or the need for a temporary leave of absence from the program.

The Clinical Education Handbook delineates specific attendance policies for clinical experiences.

Tardiness is disruptive to the class and represents unprofessional behavior. Once class has started and the instructor has closed the door students must wait until a break to enter the room unless otherwise advised by the instructor. Students are expected to discuss their tardiness with the instructor at the end of the class period. Faculty will advise the program secretary of tardy students by completing the Tardiness Form. Students who are tardy on more than 5 occasions while in the program will be reviewed by the Student Performance Committee for consideration of Professional Behavior Probation.

### **PERSONAL LAB EQUIPMENT**

**POLICY:** Students are required to purchase their own lab equipment, including: tape measure, metal or plastic goniometer, neurological hammer, blood pressure cuff, and stethoscope.

**PROCEDURE/PRACTICE:** These items should be readily available, locked in the selected Morosky lockers and brought to the appropriate lab activities.

### **ACCESS TO LABS/EQUIPMENT/RESOURCE ROOM/LOCKER ROOMS**

**POLICY:** Students have access to the Physical Therapy program area when the Morosky Academic Center is open. The building is not available to students during University holidays or official closures. Students are responsible for maintaining the lab, equipment, and resource room in a neat and orderly condition.

**PROCEDURES/PRACTICES:** A student key card to access the labs and designated equipment is available in a key coded lock box in the lab hallway. The student resource room is available and accessed via a keypad. Student locker rooms are available to students via an access code (last 4 digits of SSN). If the building has been secured, students may contact Gannon Security and obtain entry between 6:30 am and 11:00 pm by showing their Gannon ID.

### **ACCESS TO EDUCATIONAL MATERIALS AND EQUIPMENT**

**POLICY:** Videos, books and audio-visual materials are available in the DPT Resource Room AND students may borrow materials overnight. Small, portable equipment may be borrowed with faculty permission.

**PROCEDURES/PRACTICES:** After faculty permission is given, students must check lab equipment in/out with the program secretary. Students must sign out the book(s)/video(s)/equipment with the program secretary and return when done. If equipment or materials break while in the student's possession, the program chair must be notified so arrangements can be made to have it repaired. The cost of repair may be incurred by the student.

### **LEARNING MANAGEMENT SYSTEM (BLACKBOARD) POLICIES**

**POLICY:** It is the student's responsibility to ensure they have on-line access to the Gannon University Blackboard website when off campus to participate fully in courses, and to monitor all course content using the Blackboard Learning Management System (LMS). Students are expected to log on daily to monitor and access course materials, check email, and complete any assignments. Professionalism, respect and courtesy are expected in the on-line setting as it is in the classroom

**PROCEDURES/PRACTICES:**

1. All courses at Gannon include a Blackboard course shell which faculty may utilize for parts or all of the delivery of a course. Announcements, assignments, readings, grading, testing, and assignment feedback may occur through the LMS as outlined in the course syllabus.
2. Blackboard's Help section provides a list of supported browsers and a "Browser Checker" which can be run to ensure that Blackboard supports the student selected browser.
3. Students encountering problems using Blackboard should contact the ITS Helpdesk via the link on the my.gannon.edu portal or call 814 871-7501.
4. All posts to Blackboard should reflect professionalism, respect and courtesy, and should use correct grammar and punctuation. Avoid casual language and abbreviations. Any links that students provide should be appropriate for the academic setting, and relevant to the topic of discussion.
5. The group email function in Gannon's learning management system (Blackboard) is to be used only for program/academic related activities.

### **USE OF TECHNOLOGY IN THE CLASSROOM**

**POLICY:** Students purchase a laptop for program use through the Gannon University IT department upon entry into the program. This computer will be utilized for class activities and testing using software designed for secure test taking.

**PRACTICES/PROCEDURES:**

1. The IT department sets up and delivers laptop computers to the incoming class members at orientation. The Student Laptop Program Outline is reviewed with the students, and students sign a contract detailing equipment support, data storage, maintenance/repairs and accidental coverage.
2. Students must bring their laptop to class/lab daily.
3. It is expected that students are engaged in the classroom activity and not reviewing other websites, email, or apps.
4. Any presentations/classroom materials need to be downloaded to the student device prior to the scheduled class time.
5. Be sure the device has enough battery life or it can be plugged into an available outlet. The number of outlets in the classroom are limited and may not be located near the desks.
6. It is the student's responsibility to contact ITS if there is any assistance required for operation of the device.

## **EXAMINATIONS**

### *In-class Written Assessments/Examinations*

**POLICY:** In-class quizzes and examinations may be given in paper or computerized format. Students are expected to follow the Guidelines for Academic Integrity and Honor Code of the Program.

#### **PROCEDURES/PRACTICES:**

1. Students are to place their belongings in a cubby, or at the front/side/back of the room as instructed, with cell phones turned off. Watches are to be removed and placed in backpacks. Writing implements, computers, student IDs, a blank piece of paper and a beverage are the only items permitted at the desk during the examination unless otherwise instructed by the faculty member.
2. Students are to utilize testing software for all computerized tests unless otherwise advised by the faculty member. This software will lockdown the student's computer, preventing access to other documents or the internet.
3. Students provided with a paper version of the exam/quiz, must adhere to the same proctoring procedures of the assessment.

### *Off-Site Written Examinations*

**POLICY:** Off-site quizzes or examinations generally will be in electronic format. Students are expected to follow the Guidelines for Academic Integrity and Honor Code of the Program.

#### **PROCEDURES/PRACTICES:**

1. Students are to utilize testing software for all off-site computerized tests unless otherwise advised by the faculty member. The software will lockdown the student's computer, preventing access to other documents on the internet. In addition, a web-cam is utilized to provide video and audiotaping of the student during testing.
2. The examination software company reviews all tapes for potential discrepancies and provides a report to faculty, and the ability of faculty to review the audio/videotapes. Flagged items may include students talking to other individuals or looking at other areas of the room (besides the computer screen and keyboard).
3. Students are to follow instructions from faculty related to individual or group work for any paper format examinations, or computerized essay examinations.

### *Practical Examinations*

**POLICY:** During administration of practical examinations, students are expected to follow the Guidelines for Academic Integrity, and Honor Code of the program.

**PROCEDURES/PRACTICES:**

1. Students are to wear professional clinic dress including their Gannon Photo Identification.
2. Students should arrive at least 10 minutes before your scheduled time. All belongings (including cell phone) and are to be placed in locker or backpack. Watches must be removed during practical prep.
3. Students should have a blank piece of paper, a pen, clipboard, and watch to use during the practical examination. All other equipment/supplies will be provided for you; however, you may bring your own blood pressure cuff, stethoscope, goniometer, reflex hammer and tape measure if you prefer.

**WRITING GUIDELINES**

Procedures for preparation of any formal paper are outlined in the Writing Guidelines which are located on the DPT Student Blackboard site.

***SECTION VII: GENERAL PROGRAM POLICIES AND PROCEDURES*****CONTACT INFORMATION**

**POLICY:** Each student is responsible for keeping contact information current at the program and university levels while enrolled in the DPT Program.

**PROCEDURE/PRACTICE:** Students are to notify the program secretary of changes to their name, mailing address, email address, health insurance and phone number. Students must also notify the Registrar of name or address changes.

**EMAIL COMMUNICATION**

**POLICY:** Students are required to use their Gannon email address for all program related communication. Communication is expected to be timely and professional. The group email function in Gannon's learning management system (Blackboard) is to be used only for program related activities.

**PROCEDURE/PRACTICE:** Students will monitor their Gannon e-mail accounts daily Monday-Friday for correspondence from the program and faculty. Correspondence between faculty and students as well as clinical site supervisors should conform to basic email etiquette as described below:

- Include a courteous greeting/closing.
- Use a professional tone and appropriate level of formality.
- Use complete sentences, with correct spelling and grammar
- If a reply is appropriate, do so immediately, or at a minimum, acknowledge receipt of the email.

**DISABILITY NOTIFICATION AND ACCOMMODATION**

**POLICY:** Reasonable accommodations in the academic and clinical education components of the program will be made for those enrolled students with an identified and declared disability as defined by the Americans with Disabilities Act (ADA). Refer to the University Institutional Policy Manual Volume VII Student Handbook for university policy related to disability and accommodations, found at: [Click here to view the Accessibility Services information](#)

**PROCEDURES/PRACTICES:** Upon enrollment in the program students receive a disclosure form from the



Program. If the student discloses a disability, a university disclosure form is completed by the student and submitted to the university 504/ADA coordinator. The 504/ADA coordinator from the Office of Accessibility Services notifies individual faculty on a semester-by-semester basis of the accommodations requested. Reasonable accommodations will be provided to the student, based on joint determination of the student, program faculty, clinical faculty, Gannon University's ADA compliance officer, and/or any other appropriate service provider. A record of the accommodation requested is maintained in the student file.

Refer to the University Institutional Policy Manual Volume VII Student Handbook for university grievance procedures related to disability and accommodations.

## **STUDENT SERVICES**

POLICY: The program informs all incoming and enrolled students of the campus services and/or resources available for students, most of which are free of charge. *Student Success Center* is available to assist students with improving their academic and research writing style. *Office of Global Support and Student Engagement* offers support, advice and local and community resources for all international students and all different backgrounds. Gannon University's *Nash Library* is available for all Gannon students, providing full access to computer rooms and interlibrary loans of thousands of journals. *Student Counseling Services* offers workshops, individual and couples counseling for students in need. At the *Student Health Services*, a nurse practitioner is available to do health checks and treat minor illnesses and injuries during the fall and spring semesters. The *Recreation and Wellness Center* is available for all Gannon students with an ID and provides a wide range of programs to suit all.

## **SEXUAL HARASSMENT COMPLAINT PROCEDURES**

Sexual harassment includes any behavior of a sexual nature that is, or may be perceived as being unwelcome or offensive. Sexual harassment, by its very nature, violates the basic right of each individual to be treated as a person worthy of respect, and is in direct contradiction to the Gannon University mission. It is also a violation of state and federal laws.

Such conduct includes sexual advances, requests for sexual favors and other verbal or physical conduct or communication of a sexual nature directed toward a member of the Gannon community or applicant, particularly when one or more of the following circumstances are present:

- Submission to such conduct is an explicit or implicit term or condition of academic/clinical evaluation;
- Submission to or rejection of such conduct is used as a basis for an academic/clinical evaluation affecting the individual;
- Conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile or offensive working or learning environment.

POLICY: If a member of the Gannon community believes that he/she has been or is being subjected to sexual harassment or has observed sexual harassment, the initial course of action should be to advise or otherwise inform the alleged harasser that the behavior is unwelcome and must stop. If this is not possible, the student should follow the policy of the clinic as well as the Gannon University's Sexual Misconduct Policy.

<http://www.gannon.edu/uploadedFiles/Content/SexualMisconductPolicy.pdf>

## **HEALTH POLICIES**

POLICY: Students are required to complete and submit health information in accordance with Gannon University requirements and/or clinical site requirements. Because of contractual agreements with community agencies, and to insure both patient and student safety, students must follow certain health practices. Students who do not meet the health requirements of the program and the clinical facility will not be permitted to participate in the clinical

experiences. The Chair of the program, DCE, CCCE, or CI has the right to ask the student to leave the campus or clinical site if an infraction of a health policy is discovered.

#### PROCEDURES/PRACTICES:

1. **Castlebranch:** Students will be provided with a code to purchase the health package through Castlebranch (Online document manager and tracker system).
2. **Physical Examination:** All students in physical therapy are required to submit a certificate of a complete physical examination, to be done by his/her private physician annually. A complete blood count and urinalysis must be included in the physical. This must be completed and turned in at designated deadlines. All information will be completed and managed through Castle Branch.
3. **Immunizations:** The students must submit proof of immunizations for rubella, rubeola and mumps. A titer for immunity is required for rubella and rubeola by some clinical sites. The student must also provide evidence of immunity to chicken pox (through history). If the chicken pox immunity status is questionable or unknown, the student must have a chicken pox antibody titer drawn and appropriate action taken. The student must have had a tetanus toxoid injection within the last ten (10) years. A two-step TB test may need to be completed annually while in the program. Many sites do require this two-step test. Sites may require a flu shot during flu season.

Students enrolled in the DPT Program must provide documentation of vaccination against Hepatitis B or evidence of antibody adequate titer, prior to the first clinical experience. The vaccine can be received from the student's personal physician at the student's own expense. A student may refuse the Hepatitis B vaccine, though this refusal must be documented in the student's file. Refusal to obtain the Hepatitis B vaccine may limit one's site choices. If a student has chosen to not receive vaccinations, the student may not be eligible to complete all required clinical experiences and may not be eligible to graduate from the program.

**It is the student's responsibility to familiarize themselves with and adhere to the health requirements of each health care facility that is attended for clinical education.**

4. **Universal Precautions:** Based upon the occurrence of the hepatitis B virus (HBV) and the human immunodeficiency virus (HIV), OSHA has put into effect standards for employers to follow for the protection of their employees with occupational exposure.

To protect against exposure to any communicable diseases, it is mandated that all students utilize universal precautions, treating all body fluids as if infectious, while on clinical assignment. Standard precautions will be taught to the students and they will have the opportunity to practice prior to the first clinical experience. This federal law, instituted by OSHA, requires employers to comply which also includes students.

5. **Health Insurance:** Students must show proof of current medical insurance coverage while in the physical therapy program. It is the responsibility of the student to be aware of any changes in his/her health insurance coverage. Students may be responsible to cover emergency care costs while at clinic.
6. **Readmission to Clinical Area after Illness:**  
The student returning to clinical must consider the nature of his/her illness as to whether he/she is safe to practice. If the nature of the illness is felt to endanger either student or client safety, the clinical instructor and/or DCE will require that the student then submit written documentation from his/her physician verifying that the student is able to return to the clinical area. After reviewing the medical release, the student will be readmitted to the clinical area at the discretion of the clinical instructor and/or clinic site and/or DCE.
7. **Change in Health Status:** Students must report a change in health status to the program that has the potential to impact classroom, lab, or clinical participation. Students sign this form during orientation stating they will inform the program of any changes in health. If there is a change, the student is required to obtain a physician's note stating there are no restrictions or documentation of restriction. The clinic site will be contacted to see if the clinic can accommodate restrictions.

8. **Substance Abuse:** Illicit use of drugs and/or alcohol is unacceptable behavior to the physical therapy program and the clinical site. Violation of this policy will result in the student facing disciplinary action and being reviewed by the Student Performance Committee. **Certain clinical sites require drug testing prior to their clinical experience and/or perform random drug testing during the experience. The student is responsible for following through on this drug test if required. See Policy below.**

### **DRUG SCREENING**

**POLICY:** Students may be required to complete drug screening prior to the start or during a clinical experience, as required by the University and clinical sites to maintain a safe and healthy workplace.

#### **PROCEDURES/PRACTICES:**

- The student who is required to submit a drug screen prior to or during a clinical experience will be notified by the academic department/ program sending that student to the experience. Students will be responsible for all costs incurred relating to obtaining the drug screen.
- The student will be required to have the testing completed at a licensed clinical laboratory specifically approved to offer drug testing. This testing must be completed in the timeframe requested by the assigned clinical site.
- Failure to comply with the drug testing during the required timeframe will prevent the student's participation in the designated clinical site and may result in delay of completion of the program of study.
- If the result of the drug screen is negative, the student is cleared for the clinical experience and will take a copy of the results to the assigned clinical site.
- If the result of the drug screen is positive, the Chair/Director of the program will be notified. A positive drug test will result in the postponement of the clinical experience. University disciplinary sanctions may be determined appropriate as per University Regulations.
- The student with a positive drug test will be required to sign an agreement to continue in the program of study, with the following conditions:
  - a) The student will be referred for mandatory evaluation and counseling by the Counseling Services and results will be released in general terms to the department Chair /Program Director.
  - b) Based on the recommendation from Counseling Services the student may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program, at the student's expense.
  - c) Upon successful completion of the drug counseling/rehabilitation program the student will undergo drug screening (at the student's expense) prior to re-entry into further academic or clinical experiences. The results of any subsequent tests will be maintained in the program's confidential files. Positive results will be released as required by law and to accrediting, certifying, licensing and credentialing bodies upon request.
  - d) The student may be subjected to random, periodic drug screening (at the student's expense) as a requirement for continuing in the program of study and/or by clinical sites.
  - e) Failure to comply with the policy and/or evidence of continued drug use will result in an automatic dismissal from the academic program of study.
- The student may request a retest (at the student's expense) in the case that the student believe the test is falsely positive. Due to time constraints, the clinical rotation may be delayed while waiting for the results of the retest. The program reserves the right to mandate a more sensitive/specific method of testing i.e. hair sample.
- A copy of this written policy shall be made available to any and all students required.

### **CRIMINAL BACKGROUND CHECKS**

**POLICY:** Students are required to initiate a Pennsylvania Criminal Background Check, Child Abuse Clearance, and Fingerprinting prior to starting the curriculum. Additional criminal backgrounds may be required at the discretion of designated clinical sites as part of clinical education requirements.

#### **PROCEDURES/PRACTICES:**

- Students will be provided with a code to purchase the background check clearance package through

Castlebranch.

- Past criminal behavior may limit a student's participation in clinical site availability.
- The DCE meets with each student who has infractions listed in Castlebranch. These students are counseled about the potential for limitations for clinic sites and licensing.
- The student is responsible for the costs incurred to complete the background checks.
- Additional criminal background checks may need to be completed prior to the start of each clinical experience.

### **LIABILITY INSURANCE**

POLICY: Students in the Erie campus Doctor of Physical Therapy Program are provided professional liability insurance during clinical experiences under Gannon University's umbrella policy at no cost to the student. The Director of Clinical Education (DCE) or program secretary has information on liability insurance coverage. This information is provided to each clinical site.

### **SECRETARIAL ASSISTANCE**

POLICY: The program secretary provides ongoing communication (emails and Blackboard announcements) to enrolled students and alumni regarding program operations. This position serves as a resource for basic student questions, management of student records, clinical education contacts and contracts, revisions to student information, and indirect communication to faculty. This position also serves as a resource to other university departments regarding DPT faculty availability.

### **COMPLAINT AND CONFLICT MANAGEMENT: Within and Outside of Due Process**

Prompt resolution of disputes is critical to the restoration of a healthy learning environment and the DPT Program adheres to all University policies on grievance. The DPT program desires to address conflicts and disputes in a proactive manner in order to achieve a favorable solution. Our process examines individual and/or shared needs to resolve conflicts utilizing the appropriate chain of command.

POLICY: Students within the program who are involved in a complaint or conflict should seek discussion and resolution through the appropriate chain of command, beginning with their assigned faculty advisor or the program chair. Complaints or concerns that arise outside the realm of outlined policies of the program, college or university should be brought to the attention of the program chair, the college dean, or to the accrediting body, CAPTE.

PROCEDURES/PRACTICES: If a student is involved in a conflict or has a complaint, it is the student's responsibility to actively seek resolution by approaching the other individual(s) involved and verbalizing the nature of the problem. The involved parties may reach a solution by compromise. If the problem remains unresolved, the student should approach his/her course instructor or faculty advisor. If the issue remains unresolved following involvement of a faculty member, the student should seek the assistance of the program chair.

Students are made aware during orientation that resources to address concerns or academic dishonesty exist within and outside of the physical therapy program. The Dean of the Morosky College of Health Professions and Sciences is able to hear grievances and arbitrate disputes should the program be unable to do so independently.

In the event that an individual wishes to file a complaint, the individual should contact the Program Chair in person, via phone at 814-871-5653, or via email: [galleher001@gannon.edu](mailto:galleher001@gannon.edu). The complaint will be reviewed and investigated with a written response to the individual within 10 business days. If a satisfactory result to the complaint is not reached, the complaint will be directed to the Dean of Morosky College of Health Professions and Sciences. The complaint will be reviewed and investigated by the Dean with a written response provided within 10 business days. A copy of the complaint and correspondence is maintained in the Program Chair's office under "Program Complaints" and maintained permanently in the office of the program chair.

Complaints regarding the program chair should be directed to the Dean of the Morosky College of Health Professions and Sciences, who is then responsible to intervene to resolve the issue. The complaint will be reviewed and investigated by the Dean with a written response provided within 10 business days. In the event that an individual wishes to file a complaint with CAPTE regarding the function of the Gannon University Erie Doctor of Physical Therapy program (regardless of the above procedure), they may do so online at [www.apta.org](http://www.apta.org), (click on “Educators”, then “Accreditation”, then “File a Complaint”). A CAPTE link is located on our program website at <http://www.gannon.edu/Academic-Offerings/Health-Professions-and-Sciences/Graduate/Physical-Therapy/>.

In addition, the DPT program complies with the University procedure of receiving additional complaints that fall outside of due process, which is through a third party vendor. This system, Ethics Point, is available at [www.gannon.edu](http://www.gannon.edu) or can be accessed toll free at **888-428-2305**. The human resources department receives a report through Ethics Point and then completes an investigation. The nature of the investigation depends on the type of complaint being filed. Unless it is an anonymous report, a summary of the results of the investigation is reported back to the individual who filed the complaint. All documents are kept on file in the human resources office and are available to the department upon request.

In all situations where complaints are filed, there will be no retaliation measures.

## ***SECTION VIII: PROFESSIONAL DEVELOPMENT***

### **PROFESSIONAL ORGANIZATION MEMBERSHIP**

**POLICY:** All students are required to join the American Physical Therapy Association and are encouraged to participate in the state chapter and district’s affairs in preparation for leadership roles in the profession.

**PROCEDURE/PRACTICE:** Incoming students are notified of mandatory membership in the APPA as part of orientation materials. Applications are available online at [www.apta.org](http://www.apta.org). APTA membership numbers are maintained in the student file. The student is responsible for annual renewal of APTA membership.

### **DPT STUDENT INVOLVEMENT AND CLASS ORGANIZATION**

**POLICY:** Each class cohort is encouraged to organize themselves with a leadership structure.

**PROCEDURE/PRACTICE:**

1. Facilitation of class leadership occurs midway through the first semester to allow time for students to become familiar with their classmates.
2. Faculty members may serve as Ad Hoc advisors to the class representatives.
3. Class representatives will keep the program director apprised of class fundraising and other activities.
4. Faculty will encourage class participation in APTA professional activity at the district, state and national levels, including student organizations and events, and Physical Therapy Month/Day of Service.
5. The class may engage in fund raising activities or establish dues to fund extracurricular activities such as conference attendance and travel (subject to Administrative approval). Fund raising activities and other class functions should reflect appropriate student conduct.
6. Students may participate in curriculum development and student handbook revisions.
7. Students may be represented on the various committees established in the program. (E.g. Ethics

Committee/Curriculum Committee)

### **REIMBURSEMENT OF RESEARCH/CONFERENCE EXPENSES**

**POLICY:** The program encourages student participation in research, and attendance of professional conferences, and provides limited funding to assist these endeavors.

**PROCEDURE/PRACTICE:** Funds generated through the Annual Job Fair are utilized for student reimbursement of expenses incurred for research or attendance at a conference.

1. Research Expenses (Costs must be specifically and directly related to the research in question)
  - a. Research groups review costs with their content advisor, then submit completed request form to the Program Director.
  - b. Costs for copying and binding final paper, supplies for poster presentations will not be funded.
  - c. Only requests that are complete and submitted on time will be considered.
  - d. Priority will be given to projects which would be impossible to do without financial support.
2. Conference Expenses:
  - a. Students submit request letter to the Program Director at least one month prior to the conference, detailing anticipated costs and rationale for attendance.
  - b. Expenses considered for reimbursement are travel and lodging (at the double room rate). Students are responsible for registration costs. Any expenses covering such things as alcoholic beverages, telephone calls and entertainment are not reimbursable.
  - c. Only requests complete and turned in on time will be considered.
  - d. Priority will be given to students who are presenting at the conference.
  - e. The Graduate Council also has limited funding available for conference attendance. See the program chair for directions about this process.

### **NPTE PREPARATION**

The culmination of matriculating through the DPT curriculum is successful performance on the National Physical Therapy Examination (NPTE). Successful completion of this exam is required to obtain physical therapist licensure in any state. Given this, it is a VERY CRITICAL examination, and requires significant preparation. You are encouraged to take full advantage of the learning opportunities provided by the comprehensive exams, licensing preparation courses, and study guides. Complete preparation for the NPTE is the key to success!

**POLICY/ PROCEDURES:** Comprehensive exams are provided after each year of the curriculum to assist students in their preparation. Licensure-style exam questions are also used in several courses to facilitate student development of test taking strategies. Faculty advisors discuss NPTE study planning strategies. Students are provided an overview of the NPTE process prior to the beginning of the 7<sup>th</sup> semester. This overview includes resources at FSBPT, structure and rationale for the exam, recommendations for a study plan, Gannon trends and data of pass rates, and Gannon student comments.

### **APPLICATION FOR LICENSURE**

**POLICY:** Each student is responsible for obtaining his or her application and completing the necessary process for

state licensure.

**PROCEDURES/PRACTICES:** Prior to graduation, all students should register with the Federation of State Boards of Physical Therapy. Once this is completed, the student should request an application for professional licensure by examination from the State Board of Physical Therapy or Medical Examiners in the state in which they plan to practice. A listing of individual State Board addresses, application deadlines, and examination dates are available online at [www.fsbpt.org](http://www.fsbpt.org).

### **RECOMMENDATION FOR EMPLOYMENT**

**POLICY:** Faculty must have written authorization from a student to provide a recommendation for employment.

**PROCEDURE/PRACTICE:** Students wishing to have faculty members provide recommendation to potential employers must complete the Physical Therapy Employment Recommendation Form available on the DPT Student Blackboard website. The faculty member retains this authorization form in their files.

### **CAREER DEVELOPMENT SERVICES**

**POLICY:** Gannon University and the DPT Program facilitate career development of the DPT students.

**PROCEDURES/PRACTICES:** Students are provided with career development/professional development information as part of the Health Care System and Policy course sequence, including career paths, available professional organization resources, résumé development, interview skills and job search strategies. The DPT Program organizes a job fair annually in September, and students are encouraged to attend. Job openings received by the department are posted on Blackboard within the DPT Student Community Group area and forwarded to Career Development and Employment Services. The University Career Development and Employment Services office maintains a listing of job openings, as well as any additional advertisements that they receive on their website.

## ***SECTION IX: STUDENT RESOURCES***

### **PHYSICAL THERAPY SCHOLARSHIPS**

Twenty \$1,000 scholarships will be awarded to an entering cohort of DPT students on the sole criteria of overall grade point average. Annually, the Office of Graduate Admissions will determine the candidates for the scholarship. Scholarship notification will be made once a final class cohort has been determined.

Scholarships are for \$1,000 payable in two (2) \$500 installments: one (1) in the first semester and one (1) in the second. Scholarships are renewable for a second and third year, full time semesters under the condition that the recipient maintains a minimum 3.30 grade point average each semester.

No awards will be made during the summer part-time semesters.

Scholarship recipients who fail to maintain a 3.30 overall grade point average will not have the scholarship renewed for an additional year. Unused scholarship money will be awarded to a student in the same class with the following conditions:

1. Student was not originally awarded a scholarship.
2. Student has the highest grade point average at or above a 3.30.
3. Student has not fallen below a 3.30 throughout the program.

### **GRADUATE ASSISTANTSHIPS**

Graduate Assistantships are available to assist the program in the anatomy lab, general labs, tutoring, student

planning and development, database management, and community engagement. Applications are accepted annually for these one-year positions.

## **SECTION X: PROGRAM SAFETY POLICIES AND PROCEDURES**

### **INTRODUCTION**

Attention to safety is expected of all faculty and students. Campus safety policies and procedures can be found on the GU Home Page under *University Resources*, and then clicking on *Police and Safety* or at the following website links:

<https://my.gannon.edu/universityresources/policeandsafety/Pages/default.aspx>

<https://my.gannon.edu/universityresources/policeandsafety/Documents/Emergency%20Action%20Procedure%20Handbook.pdf>

Students should work in groups when using the labs and resource room during evenings and weekends. Window blinds should be closed when working in the labs during evening/night-time hours, and doors should not be propped open.

Free shuttle service is available for students through Campus Police and Safety, called Knight Express. Services cover areas within walking distance to campus from 5 pm to 1 am (2 am on weekends) by dialing 7000. This should be utilized as an alternative to walking alone. Information about this program can be found at the following website link:

<https://my.gannon.edu/universityresources/policeandsafety/Pages/Knight-Watch-Van.aspx>

### **STUDENT SAFETY IN CLINICAL LABORATORY EXPERIENCES**

Maintaining a safe environment for our students is the responsibility of both faculty and students. Participation by the students during lab is beneficial for the students in order to experience the application of various examination or intervention techniques. It also provides an avenue for students to practice skills/techniques on each other and receive valuable feedback prior to application of these in the clinical setting. However at times there may be contraindications for the students to participate in a particular activity or a student may feel uncomfortable with a particular technique which requires physical contact.

**POLICY:** All PT students are required to inform the course coordinator of any medical reason why they are unable to participate in a particular lab experience. If physical contact or exposure of various body parts during lab experiences causes the student to be uncomfortable, he/she is required to report this to the course coordinator. All students are required to sign a "Laboratory Experiences Informed Consent", which explains this policy, prior to participation in the first scheduled lab in the first semester of the curriculum. On the rare occasion a student may experience pain or discomfort following a lab experience, it is the student responsibility to report this immediately to the course coordinator.

#### **PROCEDURE/PRACTICES:**

1. The course coordinator reviews the policy on safety during laboratory experiences during the beginning of the first semester prior to the first scheduled lab.
2. Students are instructed to read and sign the "Laboratory Experiences Informed Consent" prior to participation in the lab portion of the courses in the first semester.
3. These forms are maintained in the students' files for the duration of the time the students are in the program.
4. When a student informs the course coordinator of a medical condition which may affect participation in a lab activity, it is the responsibility of the course coordinator and/or the faculty member leading the lab to determine



the appropriate student involvement during that lab session.

5. Draping is required during lab experiences to provide minimal exposure of various body parts which is necessary for various PT skills/techniques. A student who is uncomfortable with any procedures is to contact the course coordinator. A mutual acceptable decision between the course coordinator and student will be agreed upon and all faculty will be informed of this decision.
6. If a student reports pain or discomfort following a lab experience, a decision by the course coordinator will be made in regard to whether or not medical attention is necessary.
7. An incident report will be filled out if a student sustains an injury during a lab experience. This incident report will be kept in the program files.

## **EMERGENCIES**

**POLICY:** Students and faculty should be aware of services and facility equipment for emergency response of all individuals within the DPT program.

### **PROCEDURES/PRACTICES:**

Contact **CAMPUS EMERGENCY SERVICES** by dialing 911 on any campus phone, or 871-7777 from a cell phone. A Gannon operator will answer and is prepared to respond and dispatch the appropriate emergency services.

Fire extinguishers: are located in the 4 corners of the hallways of the Morosky Academic Center.

Fire alarms: are located at the 9<sup>th</sup> and 10<sup>th</sup> street entrances to the building.

Campus phones: are located across from the elevators

AEDs: are located on the ground floor outside room 59 (10<sup>th</sup> Street side), on the first floor outside of the Dean's office, and on the second floor across from the elevators (9<sup>th</sup> Street side).

First Aid Kits: are available in each PT Lab, the Faculty resource room, and the Blue Lab storeroom, and are maintained monthly by PT Graduate Assistants.

Notify the program chair as soon as possible following an emergency situation at:

(814) 453-5202 or (814) 440-8562

## **INFECTION CONTROL**

**POLICY:** Erie campus Doctor of Physical Therapy Program follows the guidelines practiced by Gannon University, with regard to maintaining safety from blood borne pathogens, practicing universal precautions, and location of material safety data sheet (MSDS).

### **PROCEDURES/PRACTICES:**

1. Labeled biohazard containers are monitored by the program secretary and emptied monthly (or as needed) and included in the university refuse pickup. If materials are in need of pick up the Distribution Services supervisor will be notified at extension 5523.
2. Sharps containers are available for students/employee use. These will be disposed of when full through Distribution Services.
3. Nitrile gloves are maintained in each first aid kit for management of bodily fluids.
4. Universal precautions are taught in the first semester of the DPT program.
4. Disinfectant spray and alcohol wipes are provided in each lab for cleaning of tables and equipment.
5. MSDSs are maintained in the anatomy lab and the PT program office.

## Appendix A: Modified Curricular Plans Due to COVID-19

### Class of 2021 Modified Curricular Plans

#### Semester 6: Summer

GDPT 867: Clinical Synthesis 2

GDPT 860: Health Care System & Policy 4

GDPT 866: Community Health Initiative 4

\***GDPT 870: Health Care System & Policy 5**

\***GDPT 853/855 Neuromuscular Movement Dysfunction 2 (and lab)** completion from spring semester

#### Semester 7: Fall

GDPT 873: Multi-Systems

Elective or Independent Study

\***GDPT 886: Community Health Initiative 5**

\***GDPT 887: Clinical Synthesis 3**

#### Semester 8: Spring

\***GDPT 862: Clinical Experience 2** (12 wks) (1/4/2021 – 3/26/2021)

\***GDPT 872 & 882: Clinical Experience 3 and 4** (12 wks total; 4/5/2021 – 6/25/2021)

Total program credits = 108 credits

\*Adjustments to schedule in response to Clinical Experiences being on hold.

### Class of 2022 Modified Curricular Plans

#### Semester 3: Summer

GDPT 830: Health Care System & Policy 2

GDPT 831: Foundations in Geriatrics

\***GDPT 844: Evidence-Based Practice 2**

\***GDPT 822 & 825 (w/lab):** completion from spring semester

#### Semester 4: Fall

GDPT 821: Cardiovascular & Pulmonary Dysfunction 1

GDPT 841: Foundations in Pediatrics

GDPT 843 & 845: Neuromuscular Movement Dysfunction 1

GDPT 848 & 849: Neuroscience

GDPT 854 & 851: Evidence-Based Practice 3 & Guidance

#### Semester 5: Spring

GDPT 823: Cardiovascular & Pulmonary Dysfunction 2

\***GDPT 847: Clinical Synthesis 1**

GDPT 850: Health Care System & Policy 3

GDPT 853 & 855: Neuromuscular Movement Dysfunction 2

GDPT 856: Community Health Initiative 3

#### Semester 6: Summer

\***GDPT 832: Clinical Experience 1 (5/10/2021 – 7/16/2021)**

GDPT 867: Clinical Synthesis 2 (7/27/2021– 8/20/2021)

GDPT 860: Health Care System & Policy 4 (7/27 – 8/20/2021)

GDPT 866: Community Health Initiative 4 (remote)

#### Semester 7: Fall

GDPT 873: Multi-System Movement Dysfunction

GDPT 887: Clinical Synthesis 3

\***GDPT 870: Health Care System & Policy 5**

886: Community Health Initiative 5

Elective or Independent program

## Semester 8: Spring

\*GDPT 862: Clinical Experience 2 (12 wks) (1/3/2022 – 3/25/2022)

\*GDPT 872 & 882: Clinical Experience 3 and 4 (12 wks total; 4/4/2022 – 6/24/2022)

Total program credits = 108 credits

\*Adjustments to schedule in response to Clinical Experiences being on hold.

## Appendix B: Essential Functions of the Student Physical Therapist

Essential functions are the activities that a student physical therapist must be able to perform in partial fulfillment of the requirements for successful completion of the professional curriculum. Every student must be able to perform these essential functions, with or without reasonable accommodations, while practicing safely, ethically, and in a legal manner. Reasonable accommodations are based on individual need, program essential requirements, public safety, and no undue hardship on the University or clinical sites.

If a student is unable to perform these essential functions, **it is the student's responsibility to:**

1. Reveal a need for reasonable accommodations prior to entering the professional curriculum.
2. Obtain diagnostic data to substantiate a claim of need for reasonable accommodations.
3. Provide the diagnostic data to the institution prior to entering the professional curriculum.

The ability to perform essential functions is expected of students in the classroom, labs, simulated clinical settings, and while on clinical education assignments. The Physical Therapy Program's essential functions are described below by: 1) category and 2) examples. **The examples are for clarity and do not represent an exhaustive list of all possible activities.**

<b>CATEGORY</b>	<b>EXAMPLE</b>
<b>Behavior</b> – ability to act in a professional manner	<ul style="list-style-type: none"> <li>• Practice safely, ethically, legally</li> <li>• Demonstrate responsibility for lifelong professional growth and development</li> </ul>
<b>Critical thinking</b> – ability to make clinical judgments	<ul style="list-style-type: none"> <li>• Identify cause/effect relationships</li> <li>• Develop patient outcomes/goals/interventions</li> <li>• Respond to emergencies</li> <li>• Apply standard precautions</li> <li>• Apply teaching and learning theories in clinical practice</li> <li>• Participate in scientific inquiry</li> </ul>
<b>Communication</b> – ability to verbalize and write	<ul style="list-style-type: none"> <li>• Explain treatment interventions</li> <li>• Initiate health teaching</li> <li>• Document and interpret physical therapist actions and patient responses</li> </ul>
<b>Coping</b> – ability to perform in stressful environments or under deadlines	<ul style="list-style-type: none"> <li>• Maintain professional demeanor in all situations</li> <li>• Accept constructive feedback</li> <li>• Prioritize multiple commitments</li> <li>• Recognize problems and apply stress management techniques</li> </ul>
<b>Hearing</b> – auditory ability sufficient to monitor and assess health needs	<ul style="list-style-type: none"> <li>• Monitor alarms and emergency signals</li> <li>• Respond to a timer</li> </ul>
<b>Interpersonal</b> – ability to interact with groups	<ul style="list-style-type: none"> <li>• Establish rapport with patients, clients,</li> </ul>

from a variety of backgrounds	and colleagues <ul style="list-style-type: none"> <li>• Recognize psychosocial impact of dysfunction/disability</li> <li>• Demonstrate respect for the needs of the patient and family</li> <li>• Demonstrate respect for diversity</li> </ul>
<b>Motor Skill</b> – gross and fine motor abilities sufficient to provide safe and effective physical therapy	<ul style="list-style-type: none"> <li>• Calibrate and operate equipment</li> <li>• Maneuver in patients’ rooms and treatment spaces</li> <li>• Guard patients and perform facilitation techniques during gait training</li> <li>• Perform physical therapy assessment and treatment activities such as ROM, MMT, debridement, or use of physical agents</li> </ul>
<b>Tactile</b> – ability to use touch to monitor and assess health needs	<ul style="list-style-type: none"> <li>• Palpate</li> <li>• Apply resistance during examinations or interventions</li> </ul>
<b>Visual</b> – visual ability sufficient to monitor and assess health needs	<ul style="list-style-type: none"> <li>• Observe patients’ responses</li> <li>• Monitor vital signs</li> <li>• Read medical records</li> <li>• Observe integumentary integrity</li> </ul>