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WELCOME FROM THE CHAIRPERSON

Dear DPT Students,

Welcome to the Department of Rehabilitation and Movement Science at the University of Vermont. You have chosen a highly dynamic and exciting place to pursue your doctorate in physical therapy.

Our department is part of the College of Nursing and Health Sciences and comprises faculty and students of three different undergraduate and graduate programs: Athletic Training, Exercise and Movement Science and Physical Therapy. As a member of our department you will find a committed group of faculty, staff and students who share a vision for interprofessional learning, excellence in teaching and scholarship, and service and leadership in our professions.

Consistent with our vision and mission, our department provides an environment that is conducive to learning and professional growth. Faculty serve as mentors and role models, and students cooperate with each other to pursue their learning. The curriculum is designed to shape you into an excellent practitioner who is capable of becoming a leader in physical therapy. That excellence will be demonstrated by the capacity to 1) utilize theoretical and research knowledge for evidence-based practice, 2) solve problems that have critical outcomes for others, 3) provide care in an ethical context, 4) develop effective professional and interprofessional relationships and 5) engage in activities leading to improvement in quality of care.

These are vital outcomes for professionals providing health-related services in our society, and we trust you will be an active partner in achieving those outcomes. This manual will spell out the specific student-related policies that provide a foundation for the functions of our department and assist all of us in creating a vital learning community.

Diane U. Jette, PT, DSc
Professor and Chair
# RMS Department Faculty and Staff

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DEPARTMENT OF REHABILITATION AND MOVEMENT SCIENCE

VISION
To be a community of interprofessional scholars, teachers, practitioners, and learners renowned for cutting edge research, an innovative teaching and learning environment, exemplary practice and professional leadership in the areas of health promotion, rehabilitation, and prevention of injury, illness and disability.

MISSION
To serve society by creating and sharing knowledge, by preparing graduates to provide ethical, evidence-based, and client-centered services, and by promoting interprofessional leadership and practices to enhance health-related-quality of life.

STATEMENT OF PHILOSOPHY
The Department of Rehabilitation and Movement Science at the University of Vermont comprises a learning community of teachers, learners, scholars and practitioners. The four cornerstones of our community are the education of students, dissemination of research and scholarship, service to the university and professional organizations, and clinical practice to improve the health of individuals and clients.

Education of Students
The curricula of the various programs and the learning environment for students are designed to develop graduates who demonstrate the knowledge, skills and behaviors essential for those who participate in health promotion, prevention as well as management of injury and disability. To this end, the learning environment
• Is collaborative and supportive;
• Promotes expression of a variety of opinions and perspectives;
• Supports inter-professional interactions;
• Facilitates students’ capacity to utilize theoretical and research-based knowledge in their professional practices;
• Enhance students’ capacity to solve problems that have critical outcomes for patients and clients;
• Facilitates students’ ability to integrate their understanding of legal, ethical, cultural, and policy issues in decision-making;
• Encourages flexible, creative, and innovative thinking so that students graduate with the ability to manage the complex systems in which they will practice;
• Provides access to, and teaches assessment and application of, the expanding body of health-related knowledge;
• Enhances students’ capacity for sensitive and empathetic communication when interacting with individuals of a variety of backgrounds;
• Encourages faculty to serves as mentors and role models for professional excellence and service;
• Enhances enthusiasm for life-long learning and on-going professional development that is supported by self assessment.
• Optimizes the use of technology to enhance the learning experiences

Research and Scholarship
The Department places a high value on scholarship. The department expects and encourages faculty to contribute to the body of knowledge by disseminating work in the basic, applied and clinical sciences that has value to society. Extra-mural funding provides a strong foundation for research in the department. To this end, the scholarly environment

• Promotes the application of evidence to teaching and professional practice
• Provides intellectual stimulation and sharing among colleagues locally, nationally and internationally;
• Encourages the inclusion of students in the research process in a manner that assists in completion of projects and dissemination of knowledge;
• Provides opportunity and freedom to pursue ideas;
• Recognizes the quality of scholarship as well as the quantity.
• Mentors students in the development of their research careers

Service
Members of the department are responsible to one another and to the smooth functioning of the department, college and university. Faculty and staff work together toward a shared vision of the future and the application of best practice to teaching, research, student services and practice. Members of the department are advocates for their respective professions and serve their professional associations in leadership roles at the community, state, national and international levels.

Practice
Faculty strive to improve the health of individuals and communities through promotion of best practice in their respective professions. They serve as role models to professional colleagues and students for their high standards of professional behavior, accountability, integrity, advocacy and caring.

DEPARTMENTAL GOALS

RMS will:
1. Be a department that is welcoming and diverse in all its meanings.
2. Enrich student learning experiences through the creative use of technology and teaching/learning strategies.
3. Have a national reputation for excellence in a niche area of study—needs to be defined
4. Have a fully functioning and successful interdisciplinary PhD program
5. Have faculty and students who create and disseminate new knowledge in their areas of expertise
6. Provide models for healthy lifestyle to the greater community
STANDARDS FOR THE TEACHER-LEARNER RELATIONSHIP

The Department of Rehabilitation and Movement Science is committed to maintaining an environment in which faculty, students and staff work together to further education and research to advance the health care of society. The educational environment is designed to educate professionals to practice in an environment where patient/client-centered care is valued. We are committed to creating and maintaining a community which supports and encourages respect for every individual. In this community individuals are treated fairly and civilly regardless of their race, color, religion, sex, sexual orientation, national or ethnic origin, age, or physical ability. The environment also supports rational discourse, diverse views, and free inquiry and expression among teachers and students. The department operates using the following premises and guidelines.

- Honesty and integrity must be practiced by both teachers and students during all aspects of the educational process. Teachers must foster an environment that supports open and honest communication as well as constructive criticism. Comments or actions that belittle another or demonstrate lack of sensitivity to differences are inappropriate.
- Teachers must fulfill the commitments made at the beginning of a course. Syllabi, assignments, grading principles, and class and office hour schedules involve promises that are made to students and must be adhered to under normal circumstances. Learning activities should be tied to the objectives.
- Students are responsible for regular attendance and participation, for completion of assignments, and for thorough preparation for examinations.
- Teachers and students must foster an atmosphere of mutual respect, demonstrating common courtesy during interpersonal interactions. Teachers are expected to respond promptly to students’ need for guidance and feedback and provide reasonable amounts of help outside of classroom time.
- Teachers should ensure that their grading practices are as objective as possible by creating and adhering to clear and specific criteria that are shared with students. Teachers are responsible for ensuring that the assessments of a students’ performance are valid, open, fair, reasonable in number, and congruent with the course objectives.
- Teachers must maintain a high level of subject matter knowledge and assure that the content of the educational experience is current, accurate, representative, and appropriate to the students’ program of study. Course content should fit reasonably within the time provided for the course to allow appropriate pacing. Teachers must approach each student with a commitment to meeting his or her educational needs.
- Teachers must communicate course objectives of to students, and select instructional methods or strategies that are effective in helping students to achieve those objectives.
- Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials in accordance with the requirements of the federal students records law known as FERPA.
- Teachers and students must be familiar with and compliant with the University policies on sexual harassment and equal opportunity in educational programs which are available on the UVM website.
Violations of University Policies under Section 9 must be reported to the Office of Affirmative Action and Equal Opportunity at the University of Vermont, (802) 656-3368. Students who wish to discuss such violations without report to the Office of Affirmative Action and Equal Opportunity may make use of the University Counseling Center.

Violations of all other standards will be reported orally or in writing to the department chair or dean of CNHS who will obtain further information pertaining to the complaint, following the policy on student complaints.

TECHNICAL STANDARDS (Essential Functions) FOR STUDENTS
The University of Vermont is committed to a policy of equal educational opportunity, and welcomes individuals with diverse backgrounds and abilities. The University therefore prohibits discrimination, including discrimination on the basis of disability. At the same time, all students in the College of Nursing and Health Sciences (CNHS) must be able to perform the essential clinical as well as academic requirements, as the overall curricular objectives are to prepare students to actually practice in their chosen fields. The purpose of these technical standards is to assure that all students entering the programs in this college know and understand the requirements, and can make informed decisions regarding their pursuit of these professions. Nursing and Health Sciences students must be able to meet these standards either with or without reasonable accommodations. This document is subject to modification from time to time. Sign the form at the end of the document.

Basic Requirements
Due to the varied nature of the programs in the College of Nursing and Health Sciences, the technical standards may vary to somewhat from one program to another. All programs in Medical Laboratory and Radiation Sciences, Nursing, Physical Therapy, Athletic Training and Exercise Science require specific essential functions, as indicated in the following sections. The nature of the professions for which students in our College are being prepared necessitates the following requirements: the capacity to observe and communicate; sufficient gross and fine motor ability to perform physical diagnostic examinations and basic laboratory and clinical procedures; physical strength, dexterity, agility, and endurance; emotional stability to exercise good judgment and to work effectively in stressful situations; and intellectual ability to synthesize data and solve problems. If a student cannot perform each function in the manner described below, she or he will not necessarily be precluded from participating in the program, but will need to be able to perform all essential functions with or without reasonable accommodation. Efforts will be made by the program in which the student is enrolled to arrange clinical experiences in environments where appropriate accommodations can be made; however, the availability of certain accommodations in specific clinical environments may be beyond the University’s control.

Standards

Cognitive functions –
The student must be able to thoroughly, efficiently and reliably:
1. recall, interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, discussion, patient observation, examination and evaluation/assessment;
2. determine what data are needed to solve problems; and
3. analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, discussion, and patient evaluation/assessment.

**Affective functions** –
The student must be able to:
1. establish professional, trusting, empathetic relationships with a variety of individuals;
2. demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual’s age, gender, race, socio-economic status, religion, life-style, and/or culture;
3. work effectively in groups;
4. meet externally established deadlines;
5. be an active and engaged learner in classroom, lab and clinical settings;
6. attend to cognitive, communication and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as ten hours at a time within the clinical environment;
7. identify sources of stress and develop effective coping behaviors; and
8. recognize and respond appropriately to potentially hazardous situations.

**Communication functions** –
The student must be able to:
1. attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;
2. relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language;
3. read English (typed and hand-written).

**Psychomotor functions** –
The student must be able to:
1. accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
2. examine and evaluate/assess blood pressure, and lung and heart sounds;
3. accurately and reliably read equipment dials and monitors;
4. feel pulses, skin condition, muscle and tendon activity, and joint and limb movement;
5. negotiate level surfaces, ramps and stairs to assist patients/classmates appropriately;
6. lead patients/classmates through a variety of examinations and treatments typically requiring sitting, standing, squatting and kneeling on the floor or treatment table;
7. move from one surface level to another (e.g., floor to stand, stand to treatment table);
8. exert moderate resistance to limb and body movements of patients/classmates while maintaining one’s own balance in a variety of positions;
9. react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
10. manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment;
11. maintain activity throughout an eight to ten-hour work day;
12. transport self/patients from one room to another, from one floor to another; transport self from community to community, to and from agencies, homes, etc.
13. put on and take off clothing, including gowns, masks and gloves;
14. exhibit sufficient manual dexterity to manipulate small equipment such as syringes for intravenous injections, common tools for screening tests of sensation, etc.; provide support and resistance as needed through complex exercise movements; perform CPR; and treat acutely ill patients without disturbing sensitive monitoring instruments and lines;
15. manipulate another person’s body in transfers, gait, positioning, exercise and other treatment or diagnostic techniques;
16. move dependent real or simulated patients, generating lifting forces of up to 75 pounds. Frequency of this activity will be occasional during laboratory experiences, and will vary from occasional to frequent in clinical experiences depending on the type of practice at the specific clinical site.

UNIVERSITY SERVICES FOR STUDENTS WITH DISABILITIES

Services and accommodations for students with disabilities are coordinated by three University offices: ACCESS certifies and coordinates services for students with physical disabilities (visual, hearing, mobility, and/or manual dexterity impairments), learning disabilities, and attention deficit disorders; the Counseling Center of the Center for Health and Well-being certifies and coordinates services for students with psychological disabilities; and the Student Health Center of the Center for Health and Well-being certifies and coordinates services for students with ongoing medical conditions. Services to equalize opportunities in the classroom and course accommodations are arranged through these offices. Current and comprehensive documentation of disability will be required. Students are encouraged to inform the staff of the appropriate certifying office of any desired services or accommodations in advance of each semester. Early disclosure and consultation enable students to have the benefit of expertise from the certifying office and the student’s academic program, and generally make for more effective accommodations. More about these services and contact information can be found through the UVM website.

Policies and Procedures for Seeking Accommodations (New Students)

1. It is the responsibility of all students seeking disability accommodations to self-identify by contacting the appropriate Certifying Office (ACCESS, The Center for Health and Wellbeing: Counseling Center, or The Center for Health and Wellbeing: The Student Health/Medical Clinic) and supplying adequate and comprehensive documentation of the disability. Students are strongly encouraged to self-identify as early as possible. Accommodations cannot be made retroactively.
2. It is the responsibility of the staff of the Certifying Office to certify student disabilities and to recommend reasonable and appropriate accommodations in light of the nature of a student’s disability and academic program requirements.
3. Once accommodations have been agreed upon by the student and the Certifying Office, the faculty for whom the accommodation is relevant will be notified, in writing. A student’s specific disability will not be revealed to faculty unless communicated directly by the student or as necessary to facilitate provision of the accommodation/s.

4. Once the faculty member has been notified of the need for accommodations, she/he may meet and/or communicate in other ways with the student and/or the disability specialists to discuss the recommended accommodations, and work in a collaborative manner to determine their feasibility, and effective ways of meeting the student’s needs.

5. If accommodations are required in the clinical setting, the faculty responsible for the clinical course will attempt to find a placement site willing to make the requested accommodations. In addition, the student must adhere to the procedures for medical clearance required of all students participating in clinical education experiences. The student is not guaranteed that a site will be available.

**Policies and Procedures for Seeking Accommodations (Current students with newly identified conditions)**

1. Any student not requesting accommodation at the time of admission may not be granted accommodation after beginning the program until the student has contacted the appropriate Certifying Office, that office has certified that a disability exists, and that office has recommended reasonable accommodations, in writing, to the faculty involved.

2. Faculty who suspect that a student may have an unrecognized disability may discuss the concern with the student, but are not obliged to do so. The student may determine whether to pursue the issue further through diagnosis or request for accommodation, but is not obliged to do so.

3. If a student develops a health condition, has a worsening of an existing health condition, or is diagnosed with a disability while a student and requests accommodations, s/he must provide documentation of the condition from a recognized professional capable of identifying such a condition to the appropriate Certifying Office (ACCESS, The Center for Health and Wellbeing: Counseling Center, or The Center for Health and Wellbeing: The Student Health/Medical Clinic).

4. It is the responsibility of the staff of the Certifying Office to certify student disabilities and to recommend reasonable and appropriate accommodations in light of the nature of a student’s disability and academic program requirements.

5. Once accommodations have been agreed upon by the student and the Certifying Office, the faculty for whom the accommodation is relevant will be notified in writing. A student’s specific disability will not be revealed to faculty unless communicated directly by the student or as necessary to facilitate provision of the accommodation/s.

6. Once the faculty member has been notified of the need for accommodations, she/he may meet and/or communicate in other ways with the student and/or the disability specialists to discuss the recommended accommodations, and work in a collaborative manner to determine their feasibility, and effective ways of meeting the student’s needs.

7. If accommodations are required in the clinical setting, the faculty responsible for the clinical course will attempt to find a placement site willing to make the requested accommodations. In addition, the student must adhere to the procedures for medical clearance required of all
students participating in clinical education experiences. The student is not guaranteed that a site will be available.

8. For detailed explanation of policies on disabilities, please see the Accommodation, Consultation, Collaboration & Educational Support Services (ACCESS) website: http://www.uvm.edu/~access/.

EXPECTATIONS FOR PROFESSIONALISM

Students are expected to adhere to professional standards in both their appearance and actions in the classroom, laboratory and clinical settings. In general, codes for appearance and actions are established and adhered to in order to convey one’s dedication to excellence, commitment to meeting obligations, and respect for peers, colleagues, professors, clinical instructors and/or patients and clients. Although the standards for appearance and actions may differ between the academic and clinical settings, students are expected to adhere to the policies set forth within each setting. Sign the form at the end of this document.

First and foremost, you must adhere to the Standards for Academic Integrity outlined in University policy and your professional Code of Ethics. DPT students must follow the APTA Code of Ethics, Standards of Practice, and Guide for Professional Conduct. DPT students should also be familiar with details related to ethical behavior that are included in the DPT clinical manual.

APTA Code of Ethics:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

APTA Standards of Practice:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Standards.pdf

APTA Guide for Professional Conduct:

Faculty also expect students to show respect to peers and professors at all times, to follow the rules for the laboratory as published, to respect the equipment and furniture, and clean up the labs and classrooms after use. Some specific expectations include,

1. Approach professors with courtesy and respect for their position;
2. Set up advance appointments and use office hours to discuss issues with faculty;
3. Attend all required classes and enter on time;
4. Avoid getting up and leaving the room during lectures unless there is an emergency (we will try not keep you sitting longer than 1 ½ hours at a time).
5. Turn off cell phones prior to coming to class, lab, tutorial or meetings with professors or peers;
6. Avoid running over electric cords with equipment;
7. Remove shoes before feet are placed on treatment tables;
8. Cover treatment tables with sheets before people lie on them;
9. Use pillow cases on pillows;
10. Place equipment in designated containers, cupboards or closet after use;
11. Return furniture and treatment tables to their original positions at end of sessions;
12. Throw away any trash generated during lab and classroom session;
13. Clean surfaces of treatment tables as needed after use;

Professionalism in appearance is defined as the following:
1. Wear clothing that is not revealing (underwear should not show, tops should be long enough or bottoms high enough at the waist to cover the abdomen, men should wear shirts, and women should wear tops that will not expose breasts);
2. During labs expose skin only as needed to conduct examinations or interventions;
3. When necessary, protect the modesty of your lab partner;
4. Do not wear hats to class or labs (exceptions for religious adherence).

Please remind one another of your responsibilities and obligations when you see lapses. Your faculty will also provide reminders.

POTENTIAL RISKS OF PARTICIPATION IN PROGRAM ACTIVITIES
As a student in the RMS department, you must learn to treat a variety of conditions as well as participate in health promotion. The type of treatment involved in this endeavor is largely ‘hands-on’ or involves the use of machinery and thermal agents. In order to assure your learning, you will be asked to practice various hands-on skills and safely use various pieces of equipment. These skills will be practiced on you by other students in your class who have varying levels of competency, as well as by you on other students. You will also apply various examinations and interventions to clients/patients during clinical education experiences. Additionally, your clinical education experiences may expose you to clients/patients who have health conditions that can be transmitted to others. Sign the consent to participate form at the end of this document.

Types of activities students may perform that have associated risks
Manual techniques may involve palpation for anatomical structures, resistance to muscle contraction, stretching of anatomical structures, mobilization of joint structures, assistive exercises, positioning, mobility and transfer techniques, and other active body movements such as gait training, and stair-climbing. Use of machinery and other thermal agents may include the use of motorized treadmill, stationary bicycles, isokinetic resistance devices, mechanical traction, therapeutic electrical stimulation devices, hot packs, ice, ultrasound, infrared, ultraviolet light and others. If your program requires a course involving human dissection, you will use sharp scalpels and bone saws. You may also encounter bodily fluids of patients/clients in the course of their treatment.

Potential risks
The following potential risks are rare but possible. In having manual techniques practiced on you, or in performing the techniques on other students or clients/patients, you may experience muscle soreness, strain, sprains and other connective tissue injury, syncope, or falls and their sequelae. In having electrical and thermal agents applied to you, you may experience slight electrical shocks, burns or frostbite. In the dissection labs, you may cut yourself with the scalpel. In clinical education experiences, you may not know if clients/patients have communicable diseases at the time you are treating them. At times students may choose to practice lab techniques outside of scheduled class
times and faculty will not be supervising the activities. This situation may increase the chance of the risks outlined.

**Potential benefits**

In practicing the skills required of a licensed professional in a supportive and educational setting, you will be prepared to effectively, efficiently and safely treat clients/patients with real problems before you actually encounter them the employment setting. In having the skills practiced on you, you will gain an appreciation of the experiences of actual clients/patients. You will bring this experience to bear in making adjustments and modifications to your practice.

**Methods used to reduce the potential risks**

In all scheduled learning formats and environments you will have faculty members (academic or clinical) as teachers and facilitators to instruct you and correct you in the required skills. Their instruction will include the precautions, contraindications and safe application of the techniques they will teach you. In all cases, the environment of any lab will be controlled to minimize the harmful effects of chemical substances and faculty will indicate the appropriate use of any protective equipment, including gloves and eyewear. Faculty will be aware of and carry out any necessary emergency procedures. In any clinical setting, you will be required to follow all instructions for standard precautions and protection against blood-borne pathogens.

All electrical equipment used in labs will be checked annually for safety. Electrical outlets near water sources will have ground-fault interrupters.

You will be asked to refrain from practicing techniques on any peer or acquaintance who has an actual problem or condition for which professional intervention may be recommended.

You will be asked to communicate any conditions that you may have which may increase the risks described above or prevent you from fully participating as a provider or receiver of the activities that are part of your student experience.

**Students’ rights**

You may refuse to be the subject or to practice in any case in which you feel you will not be safe or which violates an important religious tenet. For example, you may know that you have a condition such as an excessively mobile or unstable joint, Raynaud’s or spondylolysis that precludes being the subject for a certain technique. In other cases, if you feel the environment is unsafe, you may request that the faculty member make modifications that will improve the safety of the environment.

**STUDENT HEALTH REQUIREMENTS**

Students in the Department’s clinical programs must realize there is always an element of risk through exposure to infectious disease. Faculty and clinical staff make every effort to educate all students in appropriate modes of infection control in order to minimize these risks. These students are required to have a yearly physical exam, certain immunizations and participate in special health safety training
workshops as outlined below. DPT students should also refer to the clinical education manual for more detailed information about their specific requirements.

Immunizations are available through the Student Health Center for a discounted fee. Additionally, the UVM Student Health Center, offers an insurance plan for students who need health insurance. The University is not responsible for medical costs resulting from injury during clinical education experiences, or during any other curricular activity, unless this injury is due to negligence by the University.

**Immunizations**

Students must have a review of immunizations by their own primary care practitioner or by the UVM Student Health Center. The health history form must be completed by a licensed health professional during this visit. Students are required to demonstrate adequate titers for several diseases. History of immunization is not adequate. Hepatitis B immunization series and a tetanus booster within the last 10 years are required prior to beginning the clinical experience. Students are offered the option of receiving the hepatitis B vaccination or signing a waiver if they choose not to be inoculated. Students who choose not to be inoculated for hepatitis B must perform their clinical affiliations at sites which do not require such inoculation. Availability of clinical sites that do not require inoculation for Hepatitis B is not guaranteed. Prior to the commencement of student clinical education experiences, a consent/dissent form will be sent to the affiliation sites to document student’s inoculation status. You may obtain forms from the department staff.

**OSHA Blood Borne Pathogens Annual Training**

The UVM Exposure Control Plan outlines the University’s general policy regarding training and retraining for OSHA BLOOD BORNE pathogens and can be accessed at [http://esf.uvm.edu/uvmecp/](http://esf.uvm.edu/uvmecp/)

All students are required to complete educational training on OSHA BLOOD BORNE pathogen standards on an annual basis, and are expected to apply the principles in all encounters with clients/patients.

**STUDENTS’ RIGHTS AND RESPONSIBILITIES**

As a student member of the University, CNHS, and the department of RMS communities, you have a variety of rights and responsibilities. Students studying in clinical programs may have additional responsibilities associated with their individual programs. Most of the information students need to understand concerning their rights and responsibilities is contained in the University Policies and Procedures website. [http://www.uvm.edu/policies/student/studentcode.pdf](http://www.uvm.edu/policies/student/studentcode.pdf). Your academic advisor is also a good resource to help you find and review all policies. A complete list of UVM Policies can be found at: [http://www.uvm.edu/~uvmppg/ppg/?Page=alphalist.php](http://www.uvm.edu/~uvmppg/ppg/?Page=alphalist.php)

The following policies regarding students’ rights and responsibilities are so important, that they are outlined briefly below.

**Academic Integrity:**

All academic work (e.g., homework assignments, written and oral reports, creative projects, performances, in-class and take-home exams, extra-credit projects, research, theses and dissertations) must satisfy the following four standards of academic integrity:

1. All ideas, arguments, and phrases, submitted without attribution to other sources, must be the creative product of the student. Thus, all text passages taken from the works of other authors must be properly cited. The same applies to paraphrased text, opinions, data, examples, illustrations, and all other creative work. Violations of this standard constitute plagiarism.

2. All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Violations of this standard constitute fabrication.

3. Students may only collaborate within the limits prescribed by their instructors. Students may not complete any portion of an assignment, report, project, experiment or exam for another student. Students may not provide information about an exam (or portions of an exam) to another student without the authorization of the instructor. Violations of this standard constitute collusion.

4. Students must adhere to the guidelines provided by their instructors for completing coursework. For example, students must only use materials approved by their instructor when completing an assignment or exam. Students may not present the same (or substantially the same) work for more than one course without obtaining approval from the instructor of each course. Violations of this standard constitute cheating.

Sign the Understanding Academic Integrity form at the end of this document.

Advising

All students in the department have an academic advisor. S/he is your own personal link to the department, college and university and can help you navigate and understand your rights and responsibilities, the requirements of your program and university, and the services available to you as a student. (Refer to diagram below) Although the ultimate responsibility for making decisions about educational plans and life goals rests with the individual student, your academic advisor assists by helping to identify and assess alternatives and the consequences of decisions. Advisors assist students in development of educational plans; clarification of career and life goals; selection of appropriate courses and other educational experiences; interpretation of institutional requirements; evaluation of student progress toward established goals; referral to and use of institutional and community support services.

Students provide evaluation of their faculty advisors and such evaluations are considered in reviews for reappointment, promotion and tenure. The Dean’s office of CNHS assumes responsibility for the evaluation process. Contact the department office staff if you do not know who your advisor is.
Alcohol and Drug Use

The University of Vermont provides services and programs for all students, faculty, and staff who need assistance confronting drug and/or alcohol abuse. Free and confidential assessments, referrals to on- and off-campus programs and a variety of support groups are available. A student who needs assistance for a personal problem concerning his/her own use, or use by friends, family or associates, may approach any faculty or staff person at the university to seek help and information. All information will be held in the strictest of confidence. The UVM Alcohol and Drug Policy can be found at the following website:  [http://www.uvm.edu/~uvmpgp/ppg/student/drugandalco.pdf](http://www.uvm.edu/~uvmpgp/ppg/student/drugandalco.pdf)

Confidentiality of Client/Patient Information

The Department of Rehabilitation and Movement Science is committed to maintenance of confidentiality based on ethical, legal and moral responsibilities to protect the rights of individuals. As a student engaged in academic and clinical education experiences, there are many opportunities to access client /patient information both verbally and through written and/or electronic records, on a need-to-know basis. This is termed a clinical privilege. Inherent in this privilege is a responsibility to
maintain the confidentiality of this information and prevent disclosure of this information to others who do not need to know, nor should know, this information.

HIPAA (The Health Insurance Portability and Accountability Act) represents national legislation enacted in an effort to protect individuals’ rights to privacy and confidentiality. RMS students must engage in training in HIPAA regulations in the first year of their respective clinical programs with annual updates and refreshers.

From time to time, clients/patients may participate in classroom activities. These individuals must be afforded all the rights of confidentiality inherent in HIPAA. Additionally, all patient information used for case studies, case presentations or other teaching and learning purposes must be devoid of any other information which might allow the individual to be identified.

**Family Educational Rights Privacy Act (FERPA)**

Student grades, letters of evaluation, attendance records, and private communications are treated as confidential materials in accordance with the requirements of the federal students records law known as FERPA. In general, the faculty follow the guidelines listed below:

1. Only those individual student records necessary for the fulfillment of teaching and advising responsibilities are kept by the faculty.
2. Student scores or grades are not displayed publicly.
3. Papers, graded exams, books, or lab reports containing student names and grades are not placed in publicly accessible places.
4. Student education record information, including grades or grade point averages, are not shared with other faculty or staff members of the University unless their official responsibilities identify their "legitimate educational interest" in that information for that student.
5. Information from student educational records, including grades or grade point averages, are not shared with parents or others outside the institution, including in letters of recommendation, without written permissions from the student.

University of Vermont FERPA Rights Disclosure can be found at: [http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf](http://www.uvm.edu/~uvmppg/ppg/student/ferpa.pdf)

**Laboratory Rules and Regulations**

1. Practice safety and modesty with classmates during lab. Your personal behavior should be consistent with the expectations for professional clinical behavior.
2. No food or drink is allowed in the lab.
3. Only books and notes needed for lab are allowed in the lab. All book bags and coats should be locked in the locker or left in the hallway. All valuables should be locked in your locker not left in the hallway.
4. All students should arrive to lab in the proper attire.
5. Laundry should be kept clean, available and used when required.
6. Handle all equipment with care! Be careful before moving mats or tables. When finished using any machine, unplug it from the outlet and return it to its proper place.
7. At the end of all labs, tables should be sprayed with disinfectant and wiped clean, and all equipment returned to the proper storage facility. Don’t forget this rule when practicals come up, as this tends to be the messiest time of the year! If you are the last one to leave the lab, please make sure that everything is in its place, the lights are off and the doors are closed.
8. No equipment is allowed to leave the lab without faculty approval. It must be signed out with the faculty in writing.
9. The lab is only to be used for study and practice; no lounging or napping.
10. No students other than students from the Rehabilitation & Movement Science Department should be in the labs.
11. If you ever notice anything missing or you notice unusual people wandering the halls, please notify the faculty or security immediately.

**Student Concerns**

Students with a grievance about a course grade should follow the instructions outlined in the UVM Grade Appeals Policy found at: [http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf](http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf)

Serious concerns or complaints about perceived systemic problems in the department affecting students’ ability to obtain a satisfactory education may be brought to the attention of the Commission on Accreditation in Physical Therapy Education: [http://www.capteonline.org/Home.aspx](http://www.capteonline.org/Home.aspx)

**Student Course Evaluation Process**

All syllabi contain information about how to access and complete course evaluations and the expectations for completion. Students are required to complete the course evaluations as a demonstration of professional responsibility and will not be able to view final grades unless the evaluation is completed.

**ACADEMIC POLICIES**

**Academic Standards**

Each course syllabus indicates the pre-requisites for enrollment in the course. Students must pass any pre-requisite courses in order to gain entrance to a course. In order to enroll in clinical education courses, students must be in good academic standing and have passed all pre-requisite courses. For those courses with practical examinations, the faculty have established a policy regarding successful completion.

- Passing criteria for all practical exams is a score of 83 with full points for all safety items.
- A student with a score of less than 83 or lacking points on safety items may retake the exam up to 2 times (3 times total).
- Once a student has passed on retake, s/he will receive a grade of 83 for the exam regardless of other scores.
- If a student fails to pass on retake because of inadequate safety, the score for the exam is 0.
- If a student fails to pass on retake with adequate safety, but scores below 83, the grade is the highest score received on any of the 3 exam attempts.
Students are encouraged to seek help from instructors early in a term when it appears that their performance in a course may not be satisfactory. If health or family issues are the cause of the poor performance, students are encouraged to be proactive and to work with their faculty and academic advisor to make a plan for delaying assignments, making up work or receiving incomplete grades.

**Course Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97 – 100</td>
</tr>
<tr>
<td>A</td>
<td>93 – 96</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>82 – 80</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>less than 70</td>
</tr>
</tbody>
</table>

Clinical education courses may have additional expectations for performance. The policies related to clinical education can be found in the physical therapy clinical education manual.

**Unsatisfactory academic achievement**

If a student receives one or two grades below a B in any of their courses within the PT curriculum, they will receive written notification from the Chair of their Department of unsatisfactory academic achievement and the need to maintain a 3.0 GPA for graduation.

Clinical education courses may be repeated only once. Should a student need to repeat a clinical education course, the repetition may not take place until the next clinical education course is offered.

**Dismissal from the Doctor in Physical Therapy Program**

Students will be recommended for dismissal if:

- they receive 3 or more grades below a B; or
- their cumulative GPA is less than a 3.0 at the end of their course work; or
- they fail to complete their comprehensive examination; or
- they receive more than one un-satisfactory grade in clinical education courses.

**Appealing Dismissal**

Students have the right to appeal discontinuation from a program or dismissal from the University. Appeals may be brought only on the following grounds: (1) procedural error; (2) error of fact; (3) perception of bias; (4) failure of faculty or designated progression committees to adhere to published standards. Letters of appeal must state clearly and precisely the basis for appeal and provide supporting evidence of infringement of the student's rights. Medical problems, personal issues, or other extenuating factors do not generally constitute grounds for appeal.

**Process**

Written appeals must be submitted to the chair of the student's home department. The chair will review available documentation and may seek additional information or advisement in making a decision about the appeal. The student may be asked to provide additional evidence or to be interviewed. Students who believe
that the procedures, facts or policies have been misinterpreted or that the decision was made arbitrarily may, after receiving an unfavorable response from the chair of the department, appeal to the Dean of the Graduate College (graduate students) or the Dean of CNHS (3+3 first year students). The Dean of will then render a decision that is final.

**Withdrawal, Leave of Absence and Out-of-Sequence**

Students who may be out-of-sequence in their course of study, or are considering withdrawal or leave of absence from the University, should discuss and develop plans with their advisor.

**Withdrawal**

Students who wish to withdraw from the University must notify the Chair in writing. Students who have left the University for one semester or more must write to the chair to request readmission. Graduate students must also notify the Graduate Dean’s Office in writing. However, students failing to register at the University for coursework for a period of more than one calendar year without notifying the department in writing, will be considered to have withdrawn from the degree program. Students who withdraw will be readmitted to the program only as space is available. Students should see the relevant undergraduate or graduate school process for readmission.

**Leave of Absence**

Officially registered and matriculated students may apply for a leave of absence if they are in good academic standing according to the policies on student standards in the department and CNHS. Students are encouraged to seek a leave rather than withdraw to keep options open for returning. Leaves are for professional, academic, or personal circumstances, and are subject to approval by the department chair and the Graduate College Dean. No more than a one-year leave of absence is normally granted. Students who successfully petition for a leave of absence are expected to understand the relationship between their leave and program of study. Therefore, a petition for a leave is sought only by students who have, in consultation with their academic advisor, carefully planned a sequence of courses, understand when particular courses are normally offered, and know the date by which degree requirements must be completed. Students who take a leave of absence without a plan, will not be guaranteed a position in a class upon their return. When students plan to return from leave or to repeat required classes, they must notify the department chair in writing one month prior to the scheduled date of return. Students who do not enroll at the end of a leave of absence period will be considered withdrawn.

**Out-of-Sequence**

Students who fall out of sequence with their original class cohort due to academic difficulty or leave of absence may need to take courses that were not required when the leave of absence was granted or when they were required to step out of sequence.
Course Credit Transfers, Course Waivers, Course Substitutions

Minimum Residence Requirement
In order to graduate from the UVM DPT program, students must meet all course requirements. Students must take two-thirds of their degree credits at UVM after admission in the DPT program and adhere to all requirements stipulated by the graduate program.

Course Transfer Credits
Formal academic courses completed at another accredited institution may be considered for course transfer credit. If approved, only the credits are transferred onto the transcript, not the grade. Students are allowed to transfer a maximum of ⅓ of total credits with approval of the RMS Department. Thesis or dissertation credits may NOT be transferred. Undergraduate courses are not accepted as transfer credits into the DPT program.

In order to be considered for transfer credit, courses should meet all of the following:
- Approval by course instructor (Complete form at the end of this document)
- Grade of B or better
- Completed within 3 years of the time of transfer into the program

Course Waivers
Course waivers may be granted to students who have completed previous coursework and/or research comparable to certain required courses in the DPT program of study. In such cases, a student may petition the RMS Department in advance and submit evidence of prior, comparable knowledge in order to waive the relevant DPT course requirement(s). (Complete form at the end of this document.) If approved, the student need not take the relevant course(s) and the course will not appear on the transcript. A maximum of 1/3 of total credits may be waived/transferred, and are subject to 2/3 of the total program credits being completed “in residence” @ UVM.

If a UVM course is open to both undergraduate and graduate students, then it may be waived for the DPT program. For undergraduate students in the department of Rehabilitation & Movement Science, examples of these courses include:
- RMS 213, RMS 220, RMS 244, PT 303

Students wanting to request either a graduate (DPT) course waiver or transfer should do the following:
- Submit the RMS Course Credit Transfer/Waiver Form with the following documents to the RMS Department by the first day of classes each semester with the following:
  - evidence to support the request (e.g. course description or syllabus, thesis paper, etc)
  - evidence of success in acquiring relevant content knowledge/competency (official transcript, employer evaluation, products, etc.)
- If the course requested is at the 200 level
  - Grade of B or higher required
  - 2/3 rule applies (2/3 or more of content matches course requested for replacement at UVM), unless a “vital component” of the content is not represented
- Coursework that includes laboratory or clinical experiences must include lab/clinical time equivalent to those required at UVM.
- In cases of S/P grading from another institution or program at UVM, transfer credit will only be granted with a letter from the institution/department that granted the S/P stating that it is equivalent to a ‘B’ or better.

- **If the course requested is at the 300 level or above:**
  - There must be a direct content match, including credit hour, and laboratory or other clinical experience if applicable.
  - S/P credit will not be accepted
  - Experiential knowledge may be acceptable if: documented and congruent with content in scope and at the discretion of the instructor

### STUDENT AWARDS

<table>
<thead>
<tr>
<th>NAME</th>
<th>MECHANISM</th>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isola Braun Award</td>
<td>Nominated by PT Students or Faculty in February</td>
<td>3rd Year DPT Student</td>
<td>Student who has demonstrated the greater potential for development of professional competency and leadership.</td>
<td>Awarded at May Honors Ceremony</td>
</tr>
<tr>
<td>Margaret Corbin Award</td>
<td>Nominated by PT Students or Faculty in February</td>
<td>3rd Year DPT Student</td>
<td>Student who has demonstrated high quality academic and clinical performance throughout the curriculum.</td>
<td>Awarded at May Honors Ceremony</td>
</tr>
<tr>
<td>Samuel B. Feitelberg Award</td>
<td>Nominated by PT Students or Faculty in February</td>
<td>First Year DPT Student</td>
<td>Student who has demonstrated outstanding personal leadership and has contributed to community building within and outside the class.</td>
<td>Awarded at Honors Day</td>
</tr>
<tr>
<td>Sangwook Ahn Award</td>
<td>Nominated by PT Students or Faculty in February</td>
<td>2nd Year DPT Student</td>
<td>Student who exemplifies social responsibility, professional leadership and leadership within the University of Vermont.</td>
<td>Awarded at Honors Day</td>
</tr>
</tbody>
</table>

### CNHS

<table>
<thead>
<tr>
<th>NAME</th>
<th>MECHANISM</th>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Diversity Award (CNHS)</td>
<td>Nominated by Faculty in February</td>
<td>CNHS Undergraduate or Graduate Student</td>
<td>Recognizes an undergraduate or graduate ALANA student who has made a major contribution(s) to create an environment of social justice, inclusion and equity at the Department and/or College and/or University and/or community levels</td>
<td>Awarded at Honors Day</td>
</tr>
<tr>
<td>Dean’s Award (CNHS)</td>
<td>Nominated by Faculty in February</td>
<td>Graduating Graduate and Undergraduate Students</td>
<td>Recognizes a graduating CNHS graduate and undergraduate student who, in the opinion of their faculty, has demonstrated exemplary professional growth and contributions during their tenure at UVM.</td>
<td>Awarded at May Honors Ceremony</td>
</tr>
</tbody>
</table>

### EXTERNAL
<table>
<thead>
<tr>
<th>NAME</th>
<th>MECHANISM</th>
<th>CATEGORY</th>
<th>PURPOSE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTA Mary McMillan Scholarship</td>
<td>Application Deadline: December</td>
<td>DPT student within 12 months of completing all requirements for graduation from the entry-level program</td>
<td>Recipients will be selected on the basis of the following criteria: 1. Superior scholastic performance. 2. Past productivity. 3. Evidence of potential contribution to physical therapy. 4. Service to the APTA</td>
<td>$5000</td>
</tr>
<tr>
<td>APTA Minority Scholarship Award for Academic Excellence</td>
<td>Application Deadline: December</td>
<td>Minority student in final academic year</td>
<td>To acknowledge and reward demonstrated participation in minority affairs activities &amp; services, the potential for superior achievements in the profession of physical therapy, appropriate display of professionalism as a future physical therapist and academic excellence.</td>
<td>Amount to be determined yearly</td>
</tr>
<tr>
<td>APTA Dorothy Briggs Memorial Scientific Inquiry Award</td>
<td>Application Deadline: December</td>
<td>APTA member and student</td>
<td>To give recognition to a physical therapist member of the APTA for an outstanding article in Physical Therapy prepared while a student.</td>
<td>Plaque</td>
</tr>
</tbody>
</table>

**STUDENT SERVICES**

A wide variety of services for students exists at the University, within the CNHS and in the Department of Rehabilitation and Movement Sciences. Please use the web links below for further information and details.

**Some Relevant Websites:**

<table>
<thead>
<tr>
<th>Service</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic calendars</td>
<td>Academic Calendar <a href="http://www.uvm.edu/access/">http://www.uvm.edu/access/</a></td>
</tr>
<tr>
<td>ACCESS Office</td>
<td><a href="http://www.uvm.edu/~asc/">http://www.uvm.edu/~asc/</a></td>
</tr>
<tr>
<td>ALANA Student Center</td>
<td><a href="http://www.uvm.edu/~asc/">http://www.uvm.edu/~asc/</a></td>
</tr>
<tr>
<td>Career Services Office</td>
<td><a href="http://www.uvm.edu/~career/">http://www.uvm.edu/~career/</a></td>
</tr>
<tr>
<td>Center for Health and Wellbeing</td>
<td><a href="http://www.uvm.edu/~chwb">http://www.uvm.edu/~chwb</a></td>
</tr>
<tr>
<td>CNHS Student Services</td>
<td><a href="http://www.uvm.edu/~cnhs/?Page=student_services/current.html">http://www.uvm.edu/~cnhs/?Page=student_services/current.html</a></td>
</tr>
<tr>
<td>Graduate Student Homepage</td>
<td><a href="http://www.uvm.edu/~gradcoll/">http://www.uvm.edu/~gradcoll/</a></td>
</tr>
<tr>
<td>Graduate Student Senate</td>
<td><a href="http://www.uvm.edu/~gss/">http://www.uvm.edu/~gss/</a></td>
</tr>
<tr>
<td>The Learning Cooperative (Students helping students)</td>
<td><a href="http://www.uvm.edu/~learnco/">http://www.uvm.edu/~learnco/</a></td>
</tr>
<tr>
<td>The Pawbook (an unofficial guide to UVM written by graduate students)</td>
<td><a href="http://www.uvm.edu/~gss/13-14%20Pawbook.pdf">http://www.uvm.edu/~gss/13-14%20Pawbook.pdf</a></td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td><a href="http://www.uvm.edu/~rgweb/">http://www.uvm.edu/~rgweb/</a></td>
</tr>
<tr>
<td>RMS Department Website</td>
<td><a href="http://www.uvm.edu/~rms/">http://www.uvm.edu/~rms/</a></td>
</tr>
<tr>
<td>University Catalog</td>
<td><a href="http://www.uvm.edu/academics/">http://www.uvm.edu/academics/</a></td>
</tr>
<tr>
<td>University Student Support Services</td>
<td><a href="http://www.uvm.edu/students/">http://www.uvm.edu/students/</a></td>
</tr>
</tbody>
</table>
SAFETY/EMERGENCIES

Laboratory and Classroom Safety
Faculty and students are responsible for providing clinical lab space free from recognized hazards. Faculty will ensure that students are instructed in the safe use and storage of equipment and chemical substances, as well as safe and proper body mechanics. Faculty will also ensure that students use safe tools and equipment, including appropriate personal protective equipment, and that the equipment is properly maintained. Faculty will instruct students in the safe disposal of waste.

Students may practice in labs when there are no classes scheduled; however, if equipment (e.g., modalities) is being used, there must be a graduate assistant present.

Students are responsible for following faculty instructions. If there is an accident or illness, students should report immediately to faculty who will assist them in completing an incident report. If students believe a hazard exists, they should report the hazard to their instructor. If the instructor takes no action to correct the situation, students should notify Risk Management directly (x63242 or risk.management@uvm.edu).

Campus Safety
The University uses the 911 phone number for campus emergencies. Dialing 911 from an on-campus phone will connect you to a UVM Police dispatcher. The UVM Police dispatcher can contact the necessary emergency personnel for the particular situation. If using an off campus phone or a cell phone, dialing 911 will contact the regional 911 emergency service. If using an off campus phone or a cell phone, dial UVM Police Services at 656-3473.

In the event of a life-threatening emergency
- Activate the emergency medical system by dialing 911
- Provide first aid or cardiopulmonary resuscitation (CPR) immediately if appropriate, and if qualified;
- As soon as feasible, contact the Department chairperson.
- Within 72 hours of any incident, complete and submit an incident report form (available in Room 305).

In the event of a fire
- Pull the fire alarm.
- If it is safe to do so, close any door that could contain the fire.
- Exit the building.
- Find the nearest campus phone in a safe location and call 911. Give the UVM emergency dispatcher the exact location, nature of the fire, and your name.

DOCTOR IN PHYSICAL THERAPY (DPT) PROGRAM
All students in the Doctor in Physical Therapy Program must also review their Clinical Education Manual for additional rules and regulations.
The physical therapy program includes coursework related to the science and art of physical therapy, including basic, clinical and applied sciences and basic concepts of patient management, practice management, ethics and quality in health care. The physical therapy program combines seminars, lectures and hands-on lab experiences that allow students to integrate clinical, theoretical and professional practice concepts.

The curriculum includes four clinical education courses that comprise 36 weeks of full-time clinical education experience. Students practice in a variety of settings under the supervision of clinical instructors who are licensed physical therapists. Experiences are scheduled throughout northeastern United States with some experiences offered in other parts of the country. There are some special responsibilities associated with clinical education. Students should expect to have to travel and are responsible for their own transportation to and from clinical sites, and where relevant, the costs of housing for clinical experiences. All students must carry professional liability insurance. Students are also required to demonstrate adequate immunization against certain specified diseases and must obtain health clearance and CPR certification prior to enrolling in the clinical experience.

Upon successful completion of the program, graduates earn a doctoral degree in physical therapy (D.P.T.) and are eligible to sit for the national professional licensure examination (NPTE) administered through the Federation of State Boards of Physical Therapy (www.fsbpt.org).

The Physical Therapy program at The University of Vermont is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; telephone: 703-706-3245; e-mail: accreditation@apta.org; website: www.capteonline.org.

The physical therapy program is guided by the American Physical Therapy Association’s VISION 2020. This vision urges the profession to become one in which graduate of professional programs have a DPT, are able to advocate for the profession so that they are seen as practitioners of choice for management of common neuro-musculo-skeletal conditions, are able to practice safely and effectively in the Direct Access environment as autonomous practitioners, are able to access and use evidence on which they base their treatments, and demonstrate attributes of life-long learners. Based on these desired attributes and the department vision, mission and goals, the program has established the following expected outcomes for its graduates, faculty and program.

The full curriculum outline can be found on the RMS website: http://www.uvm.edu/~rms/?Page=pt.html
DPT Graduate Outcomes
The structure, sequence and integration of courses within the physical therapy program are designed to facilitate student learning in an interprofessional environment and their ability to:

1. Manage patients/clients of all ages and many cultural and socioeconomic backgrounds safely and effectively in a variety of practice environments.
2. Integrate the foundational and clinical sciences and apply knowledge to the management of patients/clients.
3. Demonstrate and articulate clinical decision-making that is based in evidence and considers the needs and desires of patients.
4. Use computerized databases for accessing, recording and storing various types of information.
5. Provide consultation as requested by patients and their associates, other health care providers, community groups or colleagues or make referrals as needed.
6. Access, analyze and critique evidence in making decisions about management of patients/clients.
7. Communicate with various constituents in a manner that reflects their level of knowledge, considers health literacy, is sensitive to cultural issues and demonstrates respect.
8. Educate others, including patients/clients and their associates, colleagues, other healthcare providers and community groups through various methods and in various venues.
9. Identify and analyze factors which affect society’s overall health, its healthcare policies, access, delivery and quality.
10. Advocate for patients and communities to improve access to physical therapy services and overall quality healthcare.
11. Apply ethical and legal principles to daily practice.
12. Demonstrate patient/client-centered care by placing their needs above one’s own.
13. Integrate quality improvement activities into daily practice.
14. Identify the basic components of good business practices, including planning, personnel supervision, resource allocation, marketing and regulatory issues.
15. Work effectively on interprofessional teams.

Faculty Outcomes
1. Are recognized locally, nationally and internationally for expertise in specialized areas.
2. Contribute to the professional body of knowledge.
3. Engage in interprofessional teaching and/or scholarship.
4. Create challenging learning environments for students that promote mindful practice and respect for differences.
5. Serve as mentors and role models for students.
6. Provide leadership and other contributions to university and professional communities.

Department/Program Outcomes
1. Enrolls, retains and graduates highly qualified students.
2. Contributes to the university’s emphasis on health.
3. Contributes to the recognition of the university as a premier, small, public research university.
COURSE CREDIT TRANSFER, WAIVER OR SUBSTITUTION FORM

Due Date: Before first day of classes for semester. Please attach official transcript and course syllabi/description or supporting documents.

Student Name ______________________________ ID# __________________________ Date _______

Local Address ________________________________________________________________

E-Mail Address __________________________ Local Phone _________________________

RMS Advisor __________________________________________________________________

UVM Course # and Title __________________________ to be ___waived

               to be ___ substituted

               to be ___ transferred

Suggested Course Title meeting requirements_____________________________________

Institution___________________________________________________________

Year of Completion_________________________________________________

Please submit a brief explanation of your request with justification which includes a comparison of the course content of the required course and your suggested course (e.g. from course description or syllabus) or work experience. (Please use reverse side if necessary)

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Student Signature __________________________ Date ______________

Program Decision (To be granted/communicated by end of first week of classes)

  o  Approve     o  Deny      o  Need More Information

Reviewer ______________________________ Date ______________

Comments:
DPT PROGRAM SIGNATURE PAGE 1

Print Name: ________________________________

STUDENT MANUAL ACKNOWLEDGEMENT

I have reviewed the Student Manual, Understand its content, and agree to abide by the policies and procedures therein.

Signature: ___________________________________________ Date: ___________________

PROFESSIONALISM ACKNOWLEDGEMENT

I have read the expectations for professionalism and will meet my responsibilities by demonstrating the behaviors as outlined.

Signature: ___________________________________________ Date: ___________________

UNDERSTANDING ACADEMIC INTEGRITY

I have read the information on academic integrity and agree to abide by the principles.

Signature: ___________________________________________ Date: ___________________

UNDERSTANDING CLASSROOM AND LABORATORY SAFETY

I have read the laboratory rules and regulations and agree to abide by them.

Signature: ___________________________________________ Date: ___________________
DPT PROGRAM SIGNATURE PAGE 2

Print Name: ________________________________

TECHNICAL STANDARD ACKNOWLEDGEMENT

I have read the information on Technical Standards Policy and Technical Standard Accommodation Policy. I understand that I am expected to be able to accomplish, with or without reasonable accommodations, the essential functions of the program to which I have been accepted. I understand my rights with respect to such accommodations and that if I seek such accommodations, it is my responsibility to disclose the disabilities for which I am seeking accommodations to the appropriate Certifying Office (ACCESS, The Center for Health and Wellbeing: Counseling Center, or the Center for Health and Wellbeing: The Student Health/Medical Clinic). I understand that once the Certifying Office notifies the faculty of my need for accommodations, the program in which I am enrolled will provide reasonable accommodations in the classroom and laboratory setting. In addition, efforts will be made to arrange clinical experiences in environments where appropriate accommodations can be made; however, such accommodations in the clinical environment may be beyond The University’s control.

Signature: ________________________________ Date: _____________________________

CONSENT TO PARTICIPATE IN LEARNING ACTIVITIES

I understand my responsibilities and the potential risks of participating in laboratory and clinical education experiences, and agree to participate in learning experiences as outlined above. I also understand my right to refuse to participate in any situation in which I feel I am not safe, my health is jeopardized, or my religious beliefs are jeopardized.

I have the following conditions which I believe may place me at increased risk for performing or receiving the various techniques performed during the student experience.

__________________________________________

__________________________________________

Signature: ________________________________ Date: _____________________________