



UVM DOCTOR OF PHYSICAL THERAPY PROGRAM HANDBOOK

Class of 2018



The University of Vermont

COLLEGE OF NURSING AND HEALTH SCIENCES
DEPARTMENT OF REHABILITATION AND MOVEMENT SCIENCE

Effective August 1,, 2016
rms@med.uvm.edu

Additional information about the D.P.T. Program and faculty can be found on the [College of Nursing and Health Sciences website](#). The University of Vermont is accredited by the New England Association of Schools and Colleges through 2019.

The Doctor of Physical Therapy Program at UVM is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) through June 2017. The next CAPTE review for re-affirmation of accreditation is scheduled for fall 2016.

Questions regarding accreditation guidelines and/or the process to report a complaint about the program and status may be directed to:

*Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association
1111 N. Fairfax Street
Alexandria, VA 22314
706-684-2782*

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Introduction and History of the UVM Physical Therapy Program

Introduction

The Doctor of Physical Therapy (D.P.T.) Program at the University of Vermont is well recognized for preparing D.P.T. graduates as practitioner scholars who successfully translate evidence into contemporary best practice. The D.P.T. program offers a professional entry doctoral degree and requires full-time study over a period of 3 years, including summers. The program integrates the basic and clinical sciences with essential skills in scientific inquiry, leadership, business, ethics and policy to produce graduates prepared to provide patient centered care and participate as primary care team members within an evolving complex health care environment. As a component of graduate study, students participate in faculty mentored scholarship.

Students broaden their professional preparation through 36 weeks of clinical internships interspersed throughout the curriculum. Internships are offered throughout the U.S. in a variety of specialty areas and require student travel to these locations. Assignments are based on students' educational needs and clinical site availability. Students are responsible for all costs associated with clinical internships.

Exceptional faculty role model clinical and research expertise across each of the specialty areas of physical therapist practice while facilitating student development as movement experts who promote health through exercise at the individual and community level.

History

The UVM physical therapy program began in the early 1970's under the leadership of Professor Samuel Feitelberg and graduated its first class of students with a baccalaureate degree (BS) in 1973. In 1996, Professor Feitelberg retired and Dr. Jean Held assumed leadership of the Department of Physical Therapy as Chair until her retirement in 2007. During this time, UVM graduated the last class of students with a BS degree and in 2000, the Department enrolled its first class of students for the Master of Physical Therapy (MPT). As physical therapist scope of practice increased, educational needs expanded; and with national efforts moving toward doctoring level of education for entry professional practice, the University quickly transitioned from the MPT to the Doctor of Physical Therapy (DPT) degree. The 1st class of DPT students enrolled in 2005 and graduated in May of 2008. Dr. Diane Jette joined the faculty in 2007 and became the first Chair of the newly formed Department of Rehabilitation and Movement Sciences (RMS), comprised of physical therapy, athletic training and exercise and movement science. Since 2005, the UVM DPT program has experienced a great deal of growth with increasing numbers of highly qualified students. We continue to strive to grow our research mission, while maintaining our known excellence in teaching and in the preparation of evidence-based clinical scholars.

Program Vision, Mission, Values, Goals and Graduate Outcomes

Vision

To be recognized for leadership in our contributions to the creation, advancement and dissemination of translational research while striving toward excellence to educate Doctor of Physical Therapy (DPT) scholars who collaborate to "transform society by optimizing movement," for the promotion of individual and population health of our communities and society.

Mission

To prepare graduates to lead and collaborate in the quest of promoting the health of individuals, communities and society through movement and exercise in order to optimize function, activity, and participation across environments. UVM graduates provide ethical, evidence-based, client-centered services in a culturally sensitive manner as they serve society to enhance quality of life. Graduates are decision makers in the primary care team who have a clear

understanding of the importance of lifelong learning that will support their client, patient and professional needs. Faculty model and support student learning of these expected educational outcomes.

Values

Accountability, Civility, Collaboration, Compassion, Excellence, Entrepreneurial Spirit, Justice, Inclusion, Inquiry, Integrity, Service and Sustainability

Program Goals

The D.P.T. program goals are derived from our mission and values are to:

- Provide an educational environment in which curriculum guiding principles are integrated with ethical and legal professional practice.
- Offer an evidence based curriculum that prepares graduates for contemporary best practice.
- Admit highly qualified students who are willing to actively engage in their learning experience while supporting the mission and educational outcomes of the University, College and DPT program.
- Recruit students who are committed to embrace the Values of this program within their future practice environments.
- Prepare students to engage in outreach and personal life-long learning.
- Attract and support faculty who excel in teaching, research and service
- Encourage faculty to support the academic needs and professional formation of the DPT students
- Prepare graduates to achieve desired educational outcomes of the Program.
- Develop graduates with the knowledge, skills, and attitudes to succeed in a constantly changing healthcare environment.
- Develop graduates to lead and collaborate in multiple roles that can positively impact clients, patients, the profession and society.
- Inspire graduates to appreciate uniqueness and value of all individuals within diverse cultures and societies.

Graduate Outcomes

Upon completion of the University of Vermont DPT program graduates will be able to:

- Provide physical therapist services in a manner that exemplifies contemporary best practice, role models ethical and legal principles and illustrates leadership and APTA's core values.
- Evaluate, critique and use current best evidence in decision making to assist in patient and family centered healthcare decisions.
- Collaborate with patients, families and interprofessional colleagues to improve access to physical therapy services, to promote coordination of care, and to optimize health outcomes.
- Apply evidenced based principles of practice management that contribute to contemporary best practice in physical therapy.
- Advocate for patients, families, and communities to improve health outcomes and increase the overall health and well-being of our society.
- Consult in a manner that illustrates value, ethical principles and contemporary physical therapy practice.
- Communicate via multimodal means commensurate with needs of the individuals and the health care environment.
- Educate patients/clients, peers, interprofessional colleagues, and the public in a manner that is culturally sensitive, matches the needs of the situation and illustrates the value of physical therapist participation in the respective situation.
- Design a professional development plan that illustrates commitment to lifelong learning.

- Engage in outreach, community and professional services that illustrates leadership within the profession.

Technical Standards/Essential Functions of DPT Students and Physical Therapists

Candidates for the Doctor in Physical Therapy degree from the University of Vermont are required to meet technical standards and be able to perform the essential functions required by accepted standard of care for Physical Therapists as located in the handbook appendix. These standards detail the required essential abilities and reflect the standards of care for physical therapist practice. They were developed to establish performance expectations that assure the delivery of safe and effective care during professional practice. All students of the DPT program are required to meet these technical standards/essential functions with or without reasonable accommodation. Students with disabilities who may need reasonable accommodations to meet the standards at the time of admission or in the course of the DPT program must contact the University's office for Accommodations, Consultation, Collaboration, and Educational Support Services ("ACCESS") for certification and assessment of reasonable accommodations. Communication with D.P.T. Director and faculty then follows this assessment. [Learn more about the ACCESS Office and disability support services for students at the University of Vermont.](#)

Students must verify that they have read and are able to meet and perform the D.P.T. technical standards/essential functions with or without reasonable accommodations prior to matriculation into the program by signing the signature page of the D.P.T. Student Handbook.

University Services for Students with Disabilities

ACCESS provides Accommodations, Consultation, Collaboration, and Educational Support Services to students with documented disabilities. Among their programs and services, ACCESS offers: exam accommodations, meetings with disability specialists to receive advisement and advocacy around disability-related matters, eBooks, deaf and hard of hearing services, notetaking and adaptive technology. The [ACCESS Office](#) is located at A170 Living Learning Center. Contact at 802-656-7753 or access@uvm.edu.

Curriculum

Curricular Framework, Plan and Courses

The curricular organizing principles serve as the framework and the foundation of the UVM DPT program. These principles include DPT core values, professionalism, critical inquiry, patient and family centered care, and body systems over the life span. Over the course of 3 calendar years, the curriculum systems approach across the lifespan begins with a strong foundation in the basic and applied sciences supporting physical therapy management and links theory and application of evidence to clinical practice that is ultimately applied during the 36 weeks of clinical rotations. Curricular concepts are "threaded" through the didactic course work, building and expanding the students' knowledge over the 3 years of doctoral study. The DPT expected graduate outcomes are met through a variety of teaching methods and learning experiences. A visual description on the curricular framework details follows.



UVM DPT CURRICULAR PLAN



CURRICULAR THREAD

Patient/Client Management Model

Evidence-Based Practice

Professional Formation

Clinical Decision Making

Health Outcomes

TEACHING METHODS / LEARNING EXPERIENCE

Lecture, laboratory, discussion, patient demonstrations, standardized patients, simulation, supervised clinical experience

STUDENT EVALUATION/GRADING

Written and practical exams, written documentation, assignments, presentations, written papers, CATs, clinical performance, self-assessment, peer-assessment, participation, group projects

UVM DPT GRADUATE OUTCOMES

1. Provide physical therapist services in a manner that exemplifies contemporary best practice, role 6.
2. Evaluate, critique and use current best evidence in decision making to assist in patient and family 7.
3. Collaborate with patients, families and interprofessional colleagues to improve access to physical 8.
4. Apply evidenced based principles of practice management that contribute to contemporary best practice in physical therapy.
5. Advocate for patients, families, and communities to improve health outcomes and increase the overall health and well-being of our society.
6. Consult in a manner that illustrates value, ethical principles and contemporary physical therapy practice.
7. Communicate via multimodal means commensurate with needs of the individuals and the health care environment.
8. Educate patients/dients, peers, interprofessional colleagues, and the public in a manner that is culturally sensitive, matches the needs of the situation and illustrates the value of physical therapist participation in the respective situation.
9. Design a professional development plan that illustrates commitment to lifelong learning.
10. Engage in outreach, community and professional services that illustrates leadership within the profession.

UVM Doctor of Physical Therapy Curriculum - Class of 2018

				Credits
YEAR 1				
Summer 2015	6 weeks <i>June 22- July 31</i>	ANNB 201	Human Gross Anatomy	6
				Total=6
Fall 2015	<i>August 31 -Dec 18</i>	PT 305	Pharmacology/Pathophysiology	6
		PT 318	Movement Science 1 – Kinesiology	3
		PT 320	Understanding Evidence in PT Practice	3
		PT 340	Patient Management – Fundamental Skills	6
				Total=18
Spring 2016	<i>January 19-May 13</i>	NSCI 302	Neuroanatomy	4
		PT 306	Professional Seminar 1	1
		PT 344	Patient Management – Musculoskeletal 1	8
		RMS 244	Patient Management – Therapeutic Modalities	3
				Total=16
YEAR 2				
Summer 2016	May -July (6 weeks) <i>May 23 –July 1</i>	PT 370	Clinical Internship 1	3
	July -Aug (4 weeks) <i>July 18 - August 12</i>	PT 302	Quality in Health Care	3
		PT 319	Movement Science 2 – Lifespan Motor Development	3
				Total= 9
Fall 2016	<i>August 29-Dec 16</i>	PT 307	Professional Seminar 2	1
		PT 322	Advanced Evidence Based Practice OR	2
		PT 328	Independent Research Project	3
		PT 330	Psychosocial Issues in Health	3
		PT 345	Patient Management – Neuromuscular 1	6
		PT 347	Patient Management – Cardiovascular and Pulmonary	4
				Total=16
Winter/Spring 2017	<i>January 17-May 12</i>	PT 303	Health Promotion	3
		PT 308	Professional Seminar 3	1
		PT 329	Knowledge Implementation, Transfer, and Exchange of Evidence Based Physical Therapy	1
		PT 331	Health Policy and Practice Management for PTs	3
		PT 346	Patient Management – Neuromuscular 2	5
		PT 348	Patient Management – Medical/Surgical Comprehensive Exam	4
				0
				Total=17
YEAR 3				
Summer 2017	May-July (6weeks) <i>May 22-June 30</i>	PT 349	Patient Management – Musculoskeletal 2	4
		PT 360	Patient Management –Integrated Seminar	1
				Total=5
	<i>July</i>	<i>PT 352</i>	<i>International Travel Advanced Manual Therapy CDE Elective Course - 3 credits</i>	
Fall 2017	Aug-Oct (10 weeks)	PT 371	Clinical Internship 2	5
	Nov-Dec (4 weeks)	PT 372	Clinical Internship 3A	2
				Total=7
Intersession 2018	Jan (2 weeks)	PT 373	Clinical Internship 3B	1
Spring 2018	Jan-Feb (4 weeks)	PT 374	Clinical Internship 3C	2
	Feb-Apr (10 weeks)	PT 375	Clinical Internship 4	5
				Total=8
				TOTAL=102

Course Descriptions

D.P.T. courses are described in the [UVM Graduate College Catalogue](#).

Clinical Education Requirements

D.P.T. students are required to complete 36 weeks of clinical rotations throughout the curriculum and demonstrate competence in entry level physical therapist professional practice, patient/client management, and practice management in health care settings representative of those commonly found in physical therapist clinical practice. Students are required to successfully complete 4 clinical education internships prior to graduation; including but not limited to at least one outpatient (OP) internship, one inpatient (IP) internship during 3rd year and one internship outside the state of Vermont. The first 6-week clinical education experience occurs at the end of the first academic year in an orthopedic out-patient setting. The remaining 30 weeks typically split into three 10 week internships follows completion of academic coursework during the 3rd year of study. One of these final rotations needs to fulfill the IP requirement as stated above. See DPT Clinical Education Policies in this Handbook for additional details and requirements.

Program Academic Policies

Attendance Policy

Rationale for Policy

D.P.T. students are required to attend all classes, laboratories and clinical education experiences and internships unless prior approval is obtained. This policy details requirements and process to seek approval to miss classes, laboratories and clinical experiences and internships.

Policy Statement

Faculty and students will attend all regularly scheduled classes except for occasions warranting an excused absence (e.g., religious, professional or medical). Students are expected to arrive on time for classes and laboratories fully prepared to learn (preparative work complete, bringing appropriate learning materials and technology, etc.). All students must participate in activities in which they are expected to contribute to the learning of others (e.g., group projects, class discussion, community-based service learning). Activities involving direct or simulated patient care, including standardized patients, community guests, clinical experiences and internships, inter-professional education experiences, are mandatory. Students presenting academic work at or participating in national meetings are ordinarily allowed two to three days from course activities with the appropriate permission from the course instructor, the Program Director and, if applicable, the clinical site.

In the event of extenuating circumstances (e.g., personal or family illness) or personal events (e.g., funerals, wedding), students should contact the course coordinator and Program Director or designee via email to request an excused absence. Excused absences should be made prior to class, labs or clinical experiences and internships whenever possible. Students are responsible for contacting the course instructor to learn what make-up assignments (e.g., exam, papers, quizzes) must be completed for all the work missed.

If a student is not regularly attending class, a mid-term warning letter may be generated by the faculty and the student will be asked to meet with the course coordinator to discuss reasons for absences, academic progression risks, implications re: letters of recommendations etc. and to develop a remediation plan. The discussion will be documented and placed in the student's file.

Applicability of the policy: Classroom, labs and clinical education. Reviewed and approved: D.P.T. faculty, 10/05/15.

Grading Policy

Rationale for Policy

DPT students have demonstrated the requisite knowledge and skills in order to progress in the DPT program and proceed to clinical education, the following grading policies have been developed for academic courses, lab practical examinations, comprehensive exam and clinical education.

Policy Statement

Academic Courses

The Graduate College grading scale policy is detailed in the [UVM Graduate Catalogue](#). Based on this grading scale, grades of C- and higher are considered as passing grades; grades below a C- are considered as failing (F). DPT students who receive grades of B or higher are demonstrating satisfactory academic performance. Grades between C- and B- are considered marginal passing grades. Refer to "Academic Progression and Retention Policy" for specific academic progression details.

Practical Examinations

The grading policy for practical exams in patient management courses is a B or higher. NOTE: All practicals have a safety component assessment and students must pass this safety component in order to achieve a B or higher on the practical examination. Students who score less than a B must meet with the course coordinator to establish a remediation plan prior to the scheduled practical re-examination. Students can re-take practical examinations a maximum of two times in order to achieve a passing B grade (83 or higher). Should students need to re-take the practical examination due to a score less than 83, the maximum assigned grade will be a B (83).

Comprehensive Exam

Students must successfully pass a Comprehensive Examination at the end of their second year. The Comprehensive Examination in the DPT program is the group written paper of their systematic review and/or research project. Consistent with the Graduate College policy, if students fail the Comprehensive Examination, they have one opportunity to re-take and pass the exam. DPT students must successfully pass the comprehensive exam prior to beginning Clinical Internship 2.

Clinical Education

Clinical education is graded a Satisfactory (S)/Unsatisfactory (U) basis. The Director and Associate Director of Clinical Education have the final responsibility for assigning the grade. A Clinical Education course may be repeated only once throughout the entire clinical education curriculum. Should students need to repeat a CE course, the repetition may not take place until the next clinical education course is offered. Refer to "Academic Progression and Retention Policy" for specific academic progression details.

Applicability of the policy: D.P.T. students. Revised and approved: D.P.T. faculty, 4/11/16.

Academic Progression and Retention Policy

Rationale for Policy

DPT students must demonstrate the requisite knowledge and skills in order to progress in the DPT program. Students' academic performance is evaluated in each course in the curriculum. Grading policies are detailed in the DPT Grading Policy. Students who demonstrate academic performance difficulties are encouraged to seek help from DPT program

faculty and their advisor immediately. DPT faculty will work with students to identify potential supports and services to promote satisfactory academic performance and success in the program.

Policy Statement

Satisfactory Academic Standing

Students who receive grades of B or higher, Satisfactory (S) or Pass (Comprehensive Examination, clinical education) and have a cumulative GPA of 3.0 and above demonstrate satisfactory academic performance.

Unsatisfactory Academic Standing and Remediation

Students who receive a passing grade below a B, or an Unsatisfactory (U), or have a GPA below a 3.0 demonstrate unsatisfactory academic performance. Students in these situations will receive written notification from the Program Director regarding their unsatisfactory performance, academic progression requirements and DPT program retention requirements. The student will be required to meet with their academic advisor, the Program Director or designee and/or the course coordinator to develop a remedial plan to support the student, using University and program services. Students need to be fully aware of the potential risks for dismissal from the DPT program outlined below should remediation not bring the student into satisfactory academic standing.

Dismissal

Students will be recommended for dismissal if:

- They receive an F in any course; or
- They receive 3 passing grades below a B; or
- Their GPA is less than 3.0 at the end of their didactic course work; or
- They do not pass their Comprehensive Examination on the 2nd attempt; or
- They receive more than one U grade in a clinical education course or
- They commit any act or omission endangering the life, safety, health or well-being of a patient or staff member or
- They violate any confidentiality/right to privacy of a patient or other person during the course of a CE experience and internship or
- They are convicted of a criminal offense or
- They do not receive a recommendation for the degree by the D.P.T. faculty

Applicability of the policy: D.P.T. students. Revised and approved, D.P.T. faculty 4/11/16.

Graduation Requirements

Rationale for Policy

The Doctor of Physical Therapy program at the University of Vermont is well recognized for preparing D.P.T. graduates as practitioner scholars who successfully translate evidence into contemporary best practice. The D.P.T. program offers a professional entry doctoral degree and requires full-time study over a period of 3 years, including summers. The program integrates the basic and clinical sciences with essential skills in scientific inquiry, leadership, business, ethics and policy to produce graduates prepared to provide patient centered care and participate as primary care team members within an evolving complex health care environment. As a component of their study, students participate in faculty mentored scholarship.

Policy Statement

Minimum Degree Requirements

Completion of all required courses with a GPA of 3.00 or better. Satisfactory completion of all clinical education experiences and internships. Completion of requirements for comprehensive examination.

Comprehensive Examination

The examination takes the form of an independent research project or a systematic literature review project that results in a written paper. Students work either in groups or individually with faculty members to complete their projects. The written paper must be completed by the end of the 2nd year of matriculation and prior to beginning Clinical Internship 2.

Students will be recommended for graduation if:

- They receive no more than 2 passing grades below a B;
- Their GPA is 3.0 or greater at the end of their didactic course work
- They pass their Comprehensive Examination
- They receive no more than one U grade in a clinical education course
- They are recommended for the degree by the DPT faculty.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 5/17/16.

Student Concerns, Appeals, and Due Process

Rationale for Policy

The D.P.T. program values student feedback and input. Students have the right to express concerns and have the right to due process.

Policy Statement

Programmatic and Course Concerns

For individual course concerns, or questioning of grades, students are encouraged to first contact the course coordinator to seek clarification or attempt to resolve the concern. Should a grade appeal be requested, students should follow the course grade appeal policy. Programmatic questions and concerns should be directed to the Program Director. The Program Director or designee may request information in writing and will typically meet with the student to seek additional clarification as needed to evaluate information gained and develop an action plan to address question/concerns as indicated.

Course Grade Appeal

If a student receives a grade that he/she believes is not accurate, the student should contact the course coordinator to discuss the grade. The process to appeal a grade is detailed in the UVM grade appeal policy. Students should review the policy at: [the UVM Grade appeal](#) policy.

Dismissal Appeal Process

Students have the right to appeal dismissal from the DPT program. Appeals may be brought forward on the following grounds: (1) procedural error; (2) error of fact; (3) perception of bias. Letters of appeal must state clearly and precisely the basis for appeal and provide supporting evidence of infringement of the student's rights. Written appeals must be submitted to the DPT Program Director. The Director will review available documentation and may seek additional information or advisement from the DPT Student Affairs committee in making a decision about the appeal.

The Graduate College is ultimately responsible for grievances regarding policies and procedures related to graduate education. A grievance properly begins within the student's department by an appeal to a Program Director. If this does not resolve the grievance, the student can present the grievance in writing to the Associate Dean of CNHS, and thereafter to the Dean of the Graduate College. Grievances must state clearly and precisely the basis for appeal and provide supporting evidence that a student's rights have been jeopardized. The Graduate College Dean may recommend that the grievance be reviewed by the Graduate College Executive Committee. The Graduate College Dean is the final arbiter of Graduate College regulations. Specifically excluded from the appeals process are grievances that contest grades on grounds other than due process, or grading that is arbitrary and capricious. ([Graduate College Rights and Responsibilities Policy](#))

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty, 4/18/16.

Leave of Absence, Withdrawal and Out of Sequence

Rationale for Policy

Students can request a leave of absence for medical, family or personal reasons if in good academic standing. If granted by the Program Director/designee, upon return from the leave of absence, the student will be out of sequence with their prior class cohort. In addition, a student may decide to personally withdraw from the program.

Policy Statement

Leave of Absence for UVM Graduate Students

A leave of absence may be awarded for a period of up to one year. Students must request a leave of absence from their DPT Program Director or designee. If the program approves the request, the Director or designee completes the Leave of Absence form available on the Graduate College website and forwards it to the Dean of the Graduate College for approval. A leave of absence does not take effect until after approval has been received from both the Program Director and the Dean of the Graduate College. Any student who does not enroll following termination of a leave of absence will be deactivated from the UVM Graduate College.

Out of sequence

Students who are out of sequence with their original class cohort due to leave of absence may need to take additional courses that were not required when the leave of absence was granted. Students are required to meet with the DPT Program Director, academic advisor and or designee for development of a plan for return to the program and progression in the DPT curriculum.

Withdrawal

The D.P.T. program follows the Graduate College withdrawal policy. Students must notify the Program Director and Graduate College Dean in writing, of their intent to withdraw from a degree program. If students don't register for course work for a period of more than one calendar year, and don't notify the D.P.T. Program Director or the Graduate College Dean in writing, the student will be considered permanently withdrawn from the D.P.T. program. It will be necessary to apply for reactivation and pay a reactivation fee and pass a curricular competency if the student wishes to resume in the D.P.T. program. Approval of both the D.P.T. Program Director or designee and the Dean of the Graduate College is required for reactivation.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 4/18/16.

Change in Health Status

Rationale for Policy

Students may experience injuries, illnesses or change in health status that limit capacity to fully participate in the Technical Standards/Essential Function requirements of the program. The D.P.T. faculty are committed to supporting student success in resumption of academic coursework whenever feasible.

Policy Statement

Students must notify the D.P.T. Program Director of any health status changes that limits their ability to participate fully in the D.P.T. program. The Director and faculty with the support of the ACCESS office will work with students to develop a plan to facilitate continued academic progression if possible. If the injury, illness or health condition results in activity and participation limitations, students are required to obtain medical clearance prior to resumption of full participation in academic or clinical course work.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty, 4/18/16.

Course/Faculty Evaluation Policy

Rationale for Policy

Student evaluations of DPT courses, Core Faculty and Associate Faculty are important for several reasons. In addition to assessing teaching effectiveness, course evaluations are used by core faculty in the curriculum evaluation process. Student course and faculty evaluations are also included in the faculty review, reappointment and promotion process.

Policy Statement

As a matter of professional responsibility, all students are expected to complete course and faculty evaluations at the end of the semester. Evaluations will be anonymous and confidential.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 2/16.

Transportation Requirement Policy

Rationale for Policy

D.P.T. Students must demonstrate adequate transportation to clinical sites to participate in clinical education experiences and internships.

Policy Statement

Travel to clinical sites is a requirement of the D.P.T. curriculum. All students must have a valid driver's license and access to transportation to assigned clinical sites. Transportation is not a determinant of the clinical site placement process. Clinical education experiences and internships begin in the spring of the first year (3rd semester) of the DPT program.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 3/8/16.

Clinical Education Policies

Additional Expenses for Clinical Education Policy

Rationale for Policy

D.P.T. students must be aware that they are responsible for any and all costs associated with clinical education.

Policy

Students are responsible for all costs of transportation, housing, meals, uniforms, additional medical/criminal background clearance, drug tests and other expenses associated with each clinical education experience. It is advisable to plan for these expenses early in the program. In the unfortunate situation should a clinical site cancel, any incurred expenses started in preparation for this site experience will also be the responsibility of students. NOTE: SEE DPT transportation policy as it applies to clinical education placement and experiences. All students must have or arrange for any placement requiring transportation throughout the curriculum. Students are also responsible for the costs of any medical care accessed while participating in clinical education.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty, 3/8/16.

Behavior Expectations while in Clinical Experiences Policy

Rationale for Policy

D.P.T. students must abide by professional and clinical site behavioral and professional expectations.

Policy

All students must abide by the policies and procedures of the clinical education site regarding dress code, student participation hours, assigned workdays, holidays, patient care guidelines, documentation, attendance, and attendance at rounds, team meetings, staff meetings, in-service training, etc. Students are expected to demonstrate professional behaviors commensurate with the DPT student and the APTA professional association at all times while on clinical experiences. This includes but is not limited to APTA Core Values, Professional Behaviors (generic abilities), Code of Ethics and Standards of Practice and other behaviors consistent with clinical site expectations.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Cancellation of Clinical Site Policy

Rationale for Policy

Clinical education sites are solicited a year or more in advance at the voluntary agreement of a facility that has an executed clinical agreement. Clinical sites may on occasion, cancel a site at the last minute due to unanticipated circumstances.

Policy

Clinical sites may cancel or change an internship assignment for any reasons including staffing issues, patient census issues etc. These cancellations can occur at any time prior to the start of a clinical experience or internship and are not within the control of UVM. Should students have a cancellation of an assigned clinical education internship, the DCE communicates this to them as soon as possible and works with students and clinical sites to determine an alternative placement. The availability and timing of this placement is not guaranteed. Students are responsible for all costs associated with clinical internships including cancellations.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Challenges with Clinical Education Site and/or Clinical Instructor Policy

Rationale for Policy

D.P.T. Students have a process for seeking support or assistance with clinical sites and instructors while on their clinical internships.

Policy Statement

Students who perceive problems with clinical instructors or sites should first try to resolve the conflict with the individuals involved. For problems that are unrelated to patient care, the student should speak directly with the person(s) involved in the conflict. If unsuccessful in resolving the problem, students should seek guidance from the CI and CCCE. If further assistance is needed, students should consult their clinical advisor. Consultation is available via phone, email or in some circumstances on site visits. In any problem situation, the clinical advisor is always available for consultation/advice. Weekly planning forms are used to structure clinical experiences. Student incident forms are available to document isolated student incidents or deficits. An action plan is developed for global and substantial student resolution issues. Dependent on the extent of the confirmed problems/inability to resolve situations, students may be removed from the experience/internship. Students also must understand that clinical sites may also request that students be removed, should their actions warrant such a decision. Grades/progression consequences may occur as a result. The clinical course coordinator, clinical advisor will participate in all decisions that leads to students being removed from a clinical experience/internship.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Clinical Correlations throughout D.P.T. Curriculum

Policy Rationale

Experiential learning within clinical settings is essential to assist students simulate and apply clinical practice management skills throughout the DPT learning experiences. Guidelines for these experiences are described.

Policy Statement

D.P.T. students participate in part time clinical correlations in their 3rd 5th and 6th semesters of the curriculum to supplement learning experiences within the program. Correlations are part of the PT management courses within the curriculum and take on slightly different formats dependent on the semester. Typically students are assigned to local clinical sites in small groups, 3-4 times/semester for 2-4 hr. observation/patient interactions times under the supervision of clinical faculty members. **Students attend as assigned.** Details specific to each correlation are found within the respective course syllabi. Students are responsible for additional costs/transportations to these sites.

Applicability of the policy: D.P.T. students. Revised and Approved: D.P.T. faculty 6/6/16.

Clinical Education Accommodations Policy

Rationale for Policy

The UVM DPT program faculty are committed to assisting learners with disabilities reach their full potential and meet expectations in our classroom courses and clinical internships while protecting the privacy of all learners as well. The Technical Standards/Essential Functions is made available to all admitted and current students in the UVM DPT Student Handbook. Early acknowledgement and communication with the Program Director and course coordinators is essential to a successful partnership in arranging accommodations.

Policy Statement

D.P.T. students may at any time may seek reasonable accommodations for a disability in order to meet D.P.T. Technical Standards/Essential Functions described in the handbook appendix. The student should contact UVM ACCESS to initiate the process of requesting accommodation while on clinical experiences/internships. The sooner the need is identified the sooner a clinical placement can be secured that can reasonably offer accommodations.

Classroom accommodations are determined separately from those in the clinical setting. If a student believes that they will need accommodations in the clinical setting, they are expected to discuss these needs with the DCEs and ACCESS to make plans for clinical accommodations as early as possible.

ACCESS will work with a student by securing documentation and determining what may constitute reasonable accommodations within the D.P.T. curriculum. For the purpose of determining reasonable accommodations that do not compromise the integrity of the Technical Standards, ACCESS may at its discretion ask that students respond to questions regarding the limitations that affect abilities to meet the technical standards/essential functions while on clinicals.

Once requests have been processed and approved, ACCESS will provide students with a copy of their accommodation letter that describes their eligibility for services. Students will then provide the accommodations letter to the course coordinator and/or clinical site CCCE to ensure the site's ability to reasonably meet accommodations. Students are encouraged to take full responsibility to discuss needs with their clinical instructor to identify strategies to meet their clinical objectives and accommodation needs while in the clinical setting.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Clinical Education Advisor Assignments/Roles Policy

Rationale for Policy

Students will be assigned a core faculty member as a clinical advisor during each clinical experience.

Policy Statement

Each clinical education course will have an assigned course coordinator. The course coordinator will be responsible for course assignments, administration and ultimate grade assignment. Students also will be assigned a clinical advisor that is rotated during each internship assignment. Students will maintain communication with the clinical advisor via email, a midterm call and in some circumstances a site visit. The clinical advisor will generally rotate between DCEs for each student. The clinical advisor's role is to support students' experiences, facilitate students' performance through various collaboration efforts, and assess students' progress.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Clinical Education Course Registration Policy

Rationale for Policy

Students must maintain enrollment in all clinical education experiences.

Policy

Students must register and pay for all CE courses during the registration period for the upcoming semester as expected of all academic courses. Students without confirmed registrations during this timeframe will not be able to participate in respective Clinical Education courses the following semester. All confirmations will be done by CE faculty/staff at least 1 month prior to scheduled experience.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Clinical Internship Absence Policy

Rationale for Policy

Students are expected to attend all clinical internships at a minimum of 40 hours per week following their clinical instructors regular work schedule. Continuity of student learning and patient care is dependent upon full and consistent student engagement in all clinical internships. Absences for personal illness, and extenuating circumstances will be reviewed on a case by case basis.

Policy Statement

Unforeseen Events

Students are required to contact their Clinical Advisor and Clinical Instructor in the event of any unforeseen absence from the clinic.

First Day Absent

The Clinical Advisor will determine, with the assistance from the Clinical Instructor, if the day will be required to be re-scheduled.

Two or Greater Days Absent

Two or more absences from each clinical internship are required to be re-scheduled at the clinical sites convenience.

Planned Absence

Students are required to request all planned Clinical Internship absences from their Clinical Advisor prior to making any plans to not be in clinical. The Clinical Advisor has full authority to approve or deny a request. If the request is approved by the Clinical Advisor, the request will be communicated via the clinical advisor to the clinical site CCCE and CI. Final approval is dependent upon the support of the CCCE and CI. All planned absences must be re-scheduled at the convenience of the clinical site.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Clinical Internship Assignment Process and Timeline Policy

Policy Rationale

D.P.T. clinical assignment process and timelines are described so students are fully aware of and can actively engage in decisions that impact their internship assignments and so that DCEs can spend their faculty efforts on advising students to make appropriate CE requests and supporting students for success in the clinical education requirements of the program.

Policy Statement

The clinical internship assignment process is a collaborative effort between students, the clinical education team made up of DCEs and staff assistants, and the clinical sites. Numerous factors determine clinical site assignments including but not limited to academic performance, a carefully thought through and communicated clinical education plan, collective needs and clinical availability. All clinical placement assignment factors are taken into consideration, in these decisions. Timelines are defined within the process to enable ample time for review of clinical site offers across CE experiences, time for DCE advising with students to discuss clinical internship plans and time to gain site confirmation after offer to UVM are made. The final decision regarding all student clinical assignments rests with the DCEs.

Contracted sites/clinical practices offer D.P.T. students learning opportunities in their practice setting to collaborate with qualified clinical faculty (licensed PT, one year of experience APTA CI credentialed preferred, and interested in clinical teaching) This is seen as a service to the profession and students practice under the license and direct supervision of the clinical faculty member.

UVM participates in the clinical site requests following nationally accepted request timelines. All requests for clinical experience and internship slots for DPT students are submitted to all UVM contracted sites on March 1st each year. Clinical Sites are asked to confirm UVM slot offers by April 1st each year for the following calendar year. Offers are made in 3 ways. Some clinical sites offer clinical experience/internship slots to a number of DPT programs on a

1st come, 1st serve basis, others offer UVM slots that are held until we notify them of our intent to place a DPT student or we release the designated UVM slot. The 3rd option is one where UVM DPT program has clinical contracts with a number of national networks and if we have students interested in a particular site location within the network and it is an acceptable match to clinical education plans/requirements, the clinical education team solicits a request to the site outside the nationally accepted communication timeline. As a result, multiple processes/considerations are made for actual site assignments over a several month assignment process per rotation per student cohort.

Assignment processes are slightly different dependent on each of the three options noted above. The Clinical Education team makes primary internship site option lists for each CE course available for students' consideration/requests for each CE Internship on the following schedule:

Instructions for CE 2 and CE 3:

For Clinical Internship 2 during Fall semester and Clinical Internship 3, which spans Fall, Winter and Spring semesters of the 3rd year, students are provided with a list of the clinical sites as offers are made by UVM contracted clinical sites. The placement process typically begins in April of the year before a scheduled internship. The placement process for these sites is as follows:

Students work with the DCE from April through the Fall semester of the 2nd yr. Students place clinical internship requests on the Google Doc based on internships offers made to UVM DPT students from our clinical partners. Student's clinical internship placement requests must be generated from the clinical site offers list or a National Network. Students are required to discuss all other requests directly with a DCE. Students should consider their ability to meet any specific health or other requirement in making their choices. Students who have not selected sites from the available list by January 15, 2017 will be placed by the DCE by February 1, 2017 based on a student list selected from the available clinics listings. Most clinical sites do not offer housing for students, so students are responsible for finding their own housing for each experience.

Instructions for CE 4

CE Course	Primary Option List Release Date	Top 8 choices submission due date	Assignment confirmation date
CE 4	April 15 th 2017	August 1 st 2017	September 15 th 2017

General Instructions

When the lists are released, students are encouraged to review the details/requirements of each possible site using the Clinical Site Information Forms (when available) and/or previous student evaluations of the site that are available in the CPI Web site or clinical team office. The clinical education team publishes guidelines on when this information is available for student review outside class times throughout the review process window. Students must submit their top 8 choices for CE 4 by the stated due date to be considered. Otherwise, the DCEs will assign students to respective internships. These lists are updated on a weekly basis, should additional site offers be secured for UVM DPT students.

Students will be notified of clinical site offers that come on a first come/first serve basis and placement decisions are made on a rolling basis. These offers may occur any time throughout the year. The 1st come, 1st serve clinical site option updates are posted on the UVM DPT CE google doc site as they arrive. Should students want to bid for a slot, they must request consideration within 72 hours of posting on the UVM DPT CE google doc site. Once the slot is confirmed for UVM, the DCE selected students are assigned to the location for the selected CE course and the confirmed site is removed from the general selection process.

Students interested in requesting the CE team to inquire about a National Network site can do so anytime throughout the year. The CE team will prioritize site inquiries based on the primary option release dates listed above should multiple national network requests be received.

Lastly, students may request specific sites for UVM to consider pursuing a clinical site contract for clinical education. These requests are accepted on a rolling basis, much like the National Network requests. The DCEs will assess the site's value and determine if appropriate to pursue. The site must agree to placement of ongoing UVM students and not for

only one individual student experience. This may or may not result in a secured slot for the individual student based on the contract execution process and site availability.

Finally, a small portion of clinical sites cancel after either initial offers and/or student confirmations. In the event that this occurs, the DCEs will work closely with the effected students to find alternative CE placement sites. See CE cancellation policy for additional details.

All clinical experiences/internship assignments by the DCEs are final.

Conflict of Interest in Clinical Placement Assignments

Rationale for Policy

D.P.T. students cannot participate in clinical placements that potentially can be viewed as having a conflict of interest to the DPT learning environment expected from the clinical education component of the curriculum.

Policy Statement

Students will not be placed in clinical sites in which they are or have been employed, have family members who are or have been employed, have received scholarship funds or bonuses or have a commitment for employment upon graduation. Students must initiate communication to disclose of such employment arrangements, potential arrangements or relationships with the DCEs prior to initiating CE assignment process. Should a relationship be a questionable conflict of interest, this should be brought forward to the DCEs for final determination and planning.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Consequences of Unsatisfactory Performance in Clinical Education Policy

Rationale for Policy

Successful completion of each clinical education course is required for advancement to the subsequent higher level course.

Policy

Clinical education is graded on a Satisfactory (S)/Unsatisfactory (U) basis. The DCEs will have the final responsibility for assigning the grade. A Clinical Education course may be repeated only once during the entire clinical education curriculum. A remediation opportunity will be designed by the DCE with input from students based on needs, clinical site acceptance and availability. Prior to being placed in a successive clinical experience/internship, students may need to complete academic and/or clinical remediation identified by the clinical site faculty and DCE/clinical advisor in the form of things such as but not limited to didactic preparation, practical testing, and/or professional reflections. Additional credit or course materials costs may be associated with remediation. Should a repeat CE course be needed, the repetition may not take place until the next clinical education course is offered or later based on identified deficiencies and site availability. Refer to "Academic Progression and Retention Policy" for specific academic progression details.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Criminal Background Clearance during Clinical Education Policy

Rationale for Policy

D.P.T. students are required to obtain criminal background clearance (CBC) at selected times during the DPT program and while on clinical education experiences.

Policy

Students are required to complete CBCs prior to matriculation into the program and then midway through the program so that such clearance is within one year of any clinical experience and/or at any time as specified by the clinical site. These clearance costs are the responsibility of the students. Should anything change in the interim timeframes, students must immediately notify the Program Director of any criminal charges, arrest or indictments other than minor traffic violations throughout the DPT program and while on clinical experiences. DUI/DWI is NOT a minor traffic violation and must be reported. The Program Director will meet with the students to discuss charges, arrests or indictments and an appropriate action plan will be designed that may include being removed from a clinical site until charges/final determinations are completed. Should students be removed from a clinical experience, this will jeopardize academic standing and progression within the DPT program.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 11/30/15.

Eligibility of Clinical Education Participation Policy

Rationale for Policy

D.P.T. students must demonstrate clinical readiness to participate in clinical education.

Policy Statement

D.P.T. students' clinical readiness is reviewed and endorsed by core faculty on an annual basis considering knowledge, skills and behaviors deemed essential for each clinical experience. Students must be in good academic standing to be eligible for CE participation. Students must complete all mandatory requirements within established timelines of the program and use UVM suggested immunization tracker. See mandatory information in the appendix of the student handbook. Failure to meet the deadlines for this may delay communication to clinical sites and possibly jeopardize student's placement confirmations and participation at the assigned clinical site. All costs associated with clinical site health requirements and CNHS mandates are the responsibility of students in the DPT program.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 5/15/16.

Applicability of the policy: D.P.T. students. Revised and approved, D.P.T. faculty 6/6/16.

Clinical Internship Hours Expectations

Rationale for Policy

DPT students must realize and be willing to fully participate in expectations of clinical experiences/internships to successfully progress through the DPT program. Other commitment outside this full time commitment is highly discouraged.

Policy Statement

Students typically match clinical practice hours of their clinical instructor/s and these may vary dependent on clinical site policies within and across internship timeframes. They may include weekends, holidays, 10 +-hour days or a variety

of other combinations of schedules. Preparation prior to and after clinical hours is also a common expectation and students are expected to meet both clinical site and academic expectations during all clinical experiences. Quality of preparations, materials and timeliness in submissions are essential professional behaviors considered to successfully meet all clinical internship expectations. Advanced knowledge of site schedule and planning realizing that week to week flexibility is also expected during clinical experiences/internships is highly advisable.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16.

Professional Standards

APTAMembershipRequirement

Rationale for Policy

The American Physical Therapy Association (APTA) is an individual membership professional organization representing more than 93,000 member physical therapists (PTs), physical therapist assistants (PTAs), and students of physical therapy. APTA seeks to improve the health and quality of life of individuals in society by advancing physical therapist practice, education, and research, and by increasing the awareness and understanding of physical therapy's role in the nation's health care system. <http://www.apta.org/AboutUs/>

Policy Statement

UVM requires D.P.T. students to become APTA student members prior to matriculation into the program and to maintain active student membership throughout the 3 years of the DPT program. APTA materials and resources are used throughout the curriculum and students benefit from participation in many exciting professional development opportunities offered through the professional association. All costs related to membership and resources needed through APTA are the responsibility of the students. Students are also strongly encouraged to participate in Vermont State Chapter APTA activities throughout the program and when possible to participate with faculty in APTA national advocacy efforts, activities and conferences as well.

[Student of Physical Therapy membership information](#)

[Membership benefits for students](#)

APTAProfessionalStandards

Rationale for Policy

DPT students are expected to know and abide by professional standards of a doctorally prepared physical therapist. Resources to clarify these expectations are available through APTA and will be discussed throughout multiple courses within the DPT curriculum.

Policy Statement

Professionalism for the Physical Therapist: <http://www.apta.org/Professionalism/>

Definition of Professionalism: "Physical therapists consistently demonstrate core values by aspiring to and wisely applying principles of altruism, excellence, caring, ethics, respect, communication and accountability, and by working together with other professionals to achieve optimal health and wellness in individuals and communities¹." (Stern DT. *Measuring Medical Professionalism*. Oxford University Press. New York, NY, 2006:19.)

APTA Core Values:

Accountability, Altruism, Compassion/Caring, Excellence, Integrity, Professional Duty, Social Responsibility:
http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Judicial_Legal/ProfessionalismCoreValues.pdf

APTA Standards of Practice

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

Standards of practice:

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Practice/StandardsPractice.pdf

Professional Ethics, Academic Honesty and Our Common Ground

Rationale for Policy

Graduate students at UVM are required to adhere to the highest standards of professionalism as students, researchers, and teachers.

Policy Statement

DPT students are required to follow all Graduate College policies for professional ethics and Academic Honesty. The University, in order to encourage a positive atmosphere in all phases of academic learning, teaching and research, has created specific guidelines and policies regarding academic honesty. Information may be found on the [Center for Student Ethics and Standards](#) website.

UVM Code of Academic Integrity: <http://www.uvm.edu/policies/student/acadintegrity.pdf>

Classroom Code of Conduct: Faculty and students will at all times conduct themselves in a manner that serves to maintain, promote, and enhance the high quality academic environment befitting the University of Vermont. Details of the code of conduct are outlined on the UVM website.

Our Common Ground: In order to promote positive learning environments for undergraduates and graduates, the University describes "[Our Common Ground](#)".

Code of Student Rights and Responsibilities: <http://www.uvm.edu/policies/student/studentcode.pdf>

UVM Policy on Religious Holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week classes their documented religious holiday schedule for the semester. Faculty will permit students who miss work for the purpose of religious observance to make up this work.

Criminal Background Clearance (CBC)

Rationale for Policy

The completion of a Criminal Background Clearance (CBC) as part of the admission process is consistent with national practice in D.P.T. education programs. Students with criminal background findings may be precluded from participation in clinical education and for eligibility to be approved for licensure as a physical therapist and therefore are not admitted into the D.P.T. program.

Policy Statement

UVM uses the Physical Therapist Centralized Admission Service (PTCAS) to perform a CBC through their preferred vendor (Certiphi) for all prospective students who accept a UVM admission invitation as evidenced by receipt of their enrollment deposit. UVM will notify prospective students on invitation of admission that full admission is dependent on

a successful CBC that must be completed prior to matriculation and submitted to the DPT program through the PTCAS/Certiphi Screening Inc. system. The results of the CBC will be disclosed directly to the student who then has the choice of whether to release their results to the UVM-DPT Program. Students who do not release CBCs to the program will not be admitted.

Students are required to maintain updated CBCs throughout the D.P.T. program and must submit an updated CBC by May 15th of their second year to insure updated clearance prior to entering their final 30 weeks of clinical rotations. Students will immediately notify the D.P.T. Program Director of any criminal charges incurred during the program between such CBCs. In addition, should a clinical site request an additional CBC for some reason to meet their health system requirements, the student will be required to fulfill this request as well. Students will not be able to participate in any portion of the DPT program without confirmation that such updated documentation has been submitted within expected due dates.

All costs related to completion of CBC are the responsibility of the DPT students, CBCs are recognized as a professional obligation to become health care provider providers.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 11/30/15.

D.P.T. Mandatory Requirements

Rationale for Policy

As D.P.T. students in a clinical doctoral program, there are a number of mandatory requirements that students must complete.

Policy Statement

Details of the D.P.T. mandatory requirements can be found on the [CNHS mandatory website](#).

- Immunizations and titers
 - Measles, mumps, rubella (MMR); Tetanus, Diphtheria, Pertussis (Tdap); Polio; Hepatitis B, Varicella; two step TB skin test
- CPR certification for health care providers including AEDs
- Proof of Health Insurance
 - UVM Policy for Mandatory Health Insurance
<http://www.uvm.edu/~chwb/insurance/?Page=mandatory.html> UVM DPT students are required to have health insurance. These students must either purchase the health insurance plan we offer ([UVM SHIP](#)) or provide verification of comparable other coverage. This must be done online, using the [Insurance Decision/Waiver Form](#). Students must complete this form every year, even if they decide not to enroll in UVM SHIP.
- Student Liability Insurance
 - It is mandatory that all UVM DPT students enroll in a professional liability insurance program. Enrollment in this program begins in the summer semester of the first year with the expiration date after the completion of clinical internships in the third year. Students purchase this insurance through a DPT Program group policy. Clinical Sites receive a copy of the policy and coverage terms prior to a student's arrival. Students must enroll in clinical education courses and remain on the roster for applicability of the liability policy to the student experience.
- Criminal Background Clearance
- HIPAA/OSHA Training
 - Annual online via Evolve e-learning solutions website

- Driver's license
 - See Transportation Policy
- APTA annual student membership: see Professional Standards
- Email
 - All UVM DPT students receive a UVM email address. This email address is used for all official University, College and DPT program communications. For information regarding email set up, configuration, security and other issues see <http://www.uvm.edu/it/email/>. Students are responsible for timely checking of this UVM email for pertinent information over the course of the DPT program.

Site specific clinical education requirements:

A physical health assessment/exam if requested. This can be done either by the University's Student Health Service or a licensed primary health care provider.

Any other tests that are required by the clinical site or by UVM. Students are required to contact the clinical site CCCE, several months prior to their start date, to verify the list of site requirements provided by the DCEs/CE Assistant.

Medical terminology: see Medical Terminology Policy

Applicability of the policy: D.P.T. students. Revised and approved, D.P.T. faculty, 7/5/16.

Medical Terminology Policy

Rationale for Policy

D.P.T. students must have competency in medical terminology.

Policy Statement

All students entering the DPT program must have evidence of competency in medical terminology. Evidence can be in one of two forms: 1) undergraduate transcript illustrating proof of course work or 2) successful completion of pre-DPT program self-study and competency examination.

If students choose to complete the independent self-study, they must then take and pass a UVM administered test. The class of 2019 will take this test at the start of Patient Management Foundational Skills PT 340.

Should students not achieve the passing score of 77 on the first attempt, they will have up to 2 additional attempts to repeat the exam. The second attempt will take place within a week of the first test. Student must pass the exam in order to pass PT 340... If the competency exam is not successfully passed, students will not be able to progress through the curriculum.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 5/17/16.

Computer System Requirements for DPT Students

Rationale for Policy

The DPT program uses many technology-based and interactive learning tools which require computer access. Recognizing that students will also use their laptops for multimedia applications and to run various software during their tenure at UVM, the DPT program has minimum computer requirements. Due to the compatibility limitation and difficulty with access to learning technology, the use of netbooks (e.g. Chrome book) and tablets (e.g. Microsoft

Surface) is not sufficient for full participation in the DPT program. Netbooks and tablets do not have sufficient computational resources to meet student needs and do not work with specific software used by the DPT program.

Minimum Computer Requirements:

It is required that students have a laptop computer with word processing, presentation and spreadsheet software. Microsoft Office can be downloaded for free through the UVM [Information Technology](#) office.

The laptop requirement is a platform compatible with current mid-range offerings: (Mac or Windows) 2.0 GHz processor, 4 GB RAM, 250 GB Hard Drive memory, 256 MB graphics memory, 802.11 a/g/n wireless connectivity, Removable storage (USB storage media and/or DVD+/-RW), At least 13" monitor screen

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 1/12/16.

Equipment Requirements – D.P.T. Kit

Rationale

Students are required to use various tools/equipment for tests and measures taught in the DPT patient management courses and while on clinical experiences and internships.

Policy

Students are required to purchase a DPT Kit that is available in the UVM bookstore. The kit includes materials and equipment necessary for all patient management courses and clinical internships. The kit is available at the start of DPT year one summer semester and includes the following items: stethoscope, goniometer, gait belt (vinyl), tape measure, stop watch, reflex hammer, monofilaments, blood pressure cuff, mobilization belt, pulse oximeter, kit bag, skin pencil, and inclinometers.

D.P.T. Student Appearance

Guidelines for Appearance in Academic and Health Care Settings

Rationale for Policy

The UVM D.P.T. program believes that professional demeanor and appearance are important and key to promoting trust, comfort, and confidence while providing patient/client care. To provide students with clear guidelines for professional dress and demeanor throughout the DPT program, the DPT faculty has adopted the following policy.

Policy Statement

Classroom/ Laboratory

- Clothing: Clothing that is neat, clean, wrinkle-free, professional in appearance and in good condition (not frayed, ripped, or with holes)
- Closed toe/heel and no heeled shoes; shoes must be in good repair.
- Students are to be clean and well-groomed at all times. Effort should be taken to avoid bad breath, body odors and perfumes or scents.
- Jewelry: Should be minimal, simple and appropriate to professional attire
- Visible body piercing is limited to 1 to 2 earrings per ear.
- Must meet safety standards. Avoid long necklaces and dangling earring or body piercings that are easy for children or others to grasp or that can get caught in any equipment.
- To ensure adequate hand hygiene, one ring per hand
- Hair: Should be clean and neat with styles that are appropriate to professional attire.
- Hair should be pulled back and secured
- Fingernails: Should be clean, short and neatly manicured
- No colored nail polish, artificial nails/gels, nail jewelry, sparkling ornaments
- Other guidelines: Eating or drinking (except water) is not permitted in lab. Either is acceptable in lecture, as necessary due to tight classroom/lab scheduling
- Chewing gum is prohibited

- Dress code expectations for lab practical exams will be specified by the course coordinator.

Interactions with guests/patients/clients in classroom, laboratory, community and clinical settings:

The following guidelines for student appearance and clothing apply when guests come to the classroom or lab, when students go out into the community as part of course, or when students participate in clinical simulation experiences.

- Professional casual attire (e.g., no jeans or t-shirts, shirts with logos or sport/exercise clothing) that covers torso (neck to knees), upper arms and legs.
- Clothing that is neat, clean, wrinkle-free, and in good condition (not frayed, ripped, or with holes) and is commensurate with your professional role and consistent with the setting.
- UVM name tag (lab and community settings)
- Closed toe/heel and no heeled shoes; shoes must be in good repair and have a no-skid sole.
- Students are to be clean and well-groomed at all times. Effort should be taken to avoid bad breath, body odors and perfumes or scents.
- No visible tattoos
- Jewelry: Should be minimal, simple and appropriate to professional attire
- Visible body piercing is limited to 1 to 2 earrings per ear.
- Must meet safety standards. Avoid long necklaces and dangling earrings that are easy for children or others to grasp.
- To ensure adequate hand hygiene, one ring per hand
- Hair: Should be clean and neat with styles that are appropriate to professional attire.
- Hair should be pulled back and secured
- Fingernails: Should be clean, short and neatly manicured
- No colored nail polish, artificial nails/gels, nail jewelry, sparkling ornaments
- Other guidelines: Eating, drinking or chewing gum is prohibited during real or standardized patient contact or with guest speakers

Students will comply with any additional requirements for professional appearance that are site specific for clinical education experiences and internships. Students who require dress (e.g., wearing head coverings such as a Jewish yarmulke or a Muslim headscarf) or grooming (wearing certain hairstyles or facial hair such as Rastafarian dreadlocks or Sikh uncut hair and beard) accommodations for religious reasons should request exceptions to this policy as needed to the D.P.T. Program Director.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 11/2/15.

Student Participation in Laboratory Activities

Rationale for Policy

The UVM D.P.T. Program engages students in laboratory activities that include physical therapy examination (including physical contact) of other D.P.T. students (congruent with course content), disrobing, draping as well as examination of standardized patients and/or observation of/interaction with members of the community and their families.

Participation in these lab activities may be associated with the potential for the loss of privacy, psychological distress and/or physical injury. To provide D.P.T. students with clear guidelines for professional behavior, communication and demeanor to minimize unintended consequences during laboratory activities, the DPT faculty has adopted the following policy.

Policy Statement

D.P.T. students:

- will follow all instructions for safe and proper body mechanics and the safe use of equipment and agree that they will consult with DPT faculty if they are unsure of how to proceed safely;
- will obtain informed consent from standardized patients, members of the community before they engage in a lab activity with these guests;
- will disclose to the course coordinator any prior or current injury/condition that may limit or prohibit the student from participating in a given activity;
- will complete a laboratory activities release form (Appendix G) for each DPT patient management course
- 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.
- must report immediately any unsafe condition or injury that occurs;
- should seek independent medical advice for any injury given that DPT faculty are not treating professionals to students;
- must report any unsafe condition that occurs in the laboratory and classroom. If the faculty takes no action to correct the situation, students should notify the DPT Program Director and Risk Management directly (x63242 or risk.management@uvm.edu); <http://www.uvm.edu/~riskmgmt/>

Faculty:

- are responsible for providing clinical lab space free from recognized hazards.
- will instruct students in the safe use and storage of equipment and chemical substances, as well as safe and proper body mechanics.
- will instruct students in the safe use of tools and equipment, including appropriate personal protective equipment, and insure that the equipment is properly maintained.
- will instruct students in the safe disposal of waste.
- will inform students of their responsibility to disclose to the faculty any prior or current injury/condition prior to engaging in the activity. Upon disclosure, the faculty will review with the student any need to modify, limit or prohibit participation in a given activity;
- will secure a signed release form from each student for each DPT program patient management class
- will support students who exhibits distress due to personal grief or trauma
- will review any incident or injury of a student during laboratory activities, complete an incident report as indicated and instruct/assist student to seek independent medical advice for any injury. Faculty will not, however, treat any student conditions that are pre-existing and/or that may have occurred as a result of participation in laboratory activities
- all injuries must be reported to Risk Management directly (x63242 or risk.management@uvm.edu). <http://www.uvm.edu/~riskmgmt/>

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 12/14/15.

Use of Cell Phones, Mobile Devices and Social Media

Rationale for Policy

Various University and D.P.T. Program policies and federal regulations govern the protection of students, faculty, staff, patients/clients and their family in the context of digital and social media. To provide D.P.T. students with clear guidelines for the use of digital and social media, the D.P.T. faculty has adopted the following policy.

Policy Statement

Cell phones: use of cell phones, for making calls or texting, is not allowed in the classroom, laboratory or clinical environment. If used during lunch breaks, please ensure that they are then turned OFF again, and left away from patient care areas when returning to the clinic.

Mobile Devices: D.P.T. students are not permitted to take pictures or recordings of anatomical specimens or any aspect of patient care (real or simulated) on mobile devices. Breach of this policy will result in disciplinary action determined by the DPT Director and faculty. In clinical settings, all regulations pertaining to HIPAA will apply.

Intellectual Property: Consistent with the University's policy on [Intellectual Property](#), teaching and curricular materials (including but not limited to classroom lectures, class notes, exams, handouts, and presentations) are the property of the faculty. Therefore, electronic pictures or recordings and/or transmission of classes or class materials is prohibited without the express written permission of the faculty member.

Other Social Media Technology: Students are prohibited from using any social networking or electronic media platforms to disclose, discuss or post anything about teaching, learning or clinical care activities that involve real or simulated patient/clients. This policy applies to encounters that occur in the classroom, laboratory, community or health care settings. In addition, students are not permitted to disclose, discuss or post anything related to community facilities, staff, or persons involved in these experiences.

[Information regarding IT policy and compliance is detailed at: http://www.uvm.edu/it/](http://www.uvm.edu/it/)

UVM Social Media Policy: <http://www.uvm.edu/policies/cit/socialmedia.pdf>

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 10/19/15.

Permission to Participate in Teaching Activity Rationale for Policy

The UVM D.P.T. program includes community participants and guest speakers in some of its educational and professional development activities. To secure permission from community guest(s) the DPT faculty has adopted the following policy. Teaching activities refer to lectures, laboratories and seminars.

All community guests:

- who are 18 years and older must sign a Consent to Participate in Teaching Activity Form;
- who have a Guardian will sign an Assent to Participate in Teaching Activity Form. In addition, the Guardian will sign a Consent Form;
- who are between the ages of 11 and 17 years (inclusive) will sign an Assent to Participate in Teaching Activity Form. In addition, the Parent or Guardian will sign a Consent Form;
- who are under the age of 11 years will require Parental/Guardian signature on the Consent Form.

Faculty will secure the appropriate signatures on the appropriate form. See Appendix H for the appropriate forms:

- Assent to Participate in Teaching Activity agreement form
- Consent to Participate in Teaching Activity signature form
- Parent or Guardian Consent to Participation in Teaching Activity signature form

Applicability of the policy: all community guests. Reviewed and approved, D.P.T. faculty 12/14/15

Permission for Photographing and Videotaping Rationale for Policy

The UVM D.P.T. program includes community participants and guest speakers in some of its educational and professional development activities. To secure permission to photograph, audio record and/or videotape (referred to as 'footage') the presenter/guest, the program faculty has adopted the following policy. The policy extends to all educational/extracurricular activities during the academic and clinical components of the DPT curriculum.

All guests/presenters:

- who are 18 years and older will sign a Consent to Participate in Teaching Activity Form
- who have a Guardian will sign an Assent to Participate in Teaching Activity Form. In addition, the Guardian will sign a Consent Form;
- who are between the ages of 11 and 17 years (inclusive) will sign an Assent to Participate in Teaching Activity Form. In addition, the Parent or Guardian will sign a Consent Form
- who are under the age of 11 years will require Parental/Guardian signature on the Consent Form.

Faculty will secure the appropriate signatures on the appropriate form. See Appendix I for the appropriate forms:

- Assent to be Photographed, Audio Recorded and/or Videotaped release form
- Consent to be Photographed, Audio Recorded and/or Videotaped release form
- Parent or Guardian Consent to be Photographed, Audio Recorded and/or Videotaped release form

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 12/14/15.

Student Success, Support and Safety

D.P.T. Program Academic Advising

Rationale for Policy

The UVM D.P.T. program believes that advising of all students is important and is key to promoting academic success and professional formation of DPT students.

Policy Statement

D.P.T. students are assigned an academic advisor upon matriculation into the program. The advisor is the personal link to the Department, College and University and can help the student navigate and understand his/her rights and responsibilities, the requirements of the D.P.T. program, the Graduate College and the University.

Students will schedule a meeting with their advisor at least once a semester during the first and second years of the D.P.T. program; additional meetings may occur as needed. Advisors assist students in optimizing their educational experiences and informing them about institutional support and community resources. Advisors also provide students with guidance on professional formation as well as professional development opportunities. Although the ultimate responsibility for making decisions about educational experiences and professional development rests with the individual students, the academic advisor may assist by helping to identify options, alternatives and potential consequences associated with their decisions.

Additional information on graduate advising can be found in the [Graduate College Academic Advising Policy](#).

If a student wishes to change their advisor, they may make this request with a rationale in writing to the DPT Program Director. Should the request be supported by the Director, a new advisor will be assigned.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 4/11/16.

Student Awards

The D.P.T. faculty with student input offers several awards throughout the program. Highlights of internal awards are listed below. In addition, students might be eligible for other external awards either within the College/University or through external sources.

NAME	MECHANISM	CATEGORY	CRITERIA FOR SELECTION	NOTES
Isola Braun Award	Nominated by DPT Students or Faculty in February	3 rd Year DPT Student	Student who has demonstrated the greater potential for development of professional competency and leadership.	Awarded at May Honors Ceremony
Margaret Corbin Award	Nominated by DPT Students or Faculty in February	3 rd Year DPT Student	Student who has demonstrated high quality academic and clinical performance throughout the curriculum.	Awarded at May Honors Ceremony
Samuel B. Feitelberg Award	Nominated by DPT Students or Faculty in February	First Year DPT Student	Student who has demonstrated outstanding personal leadership and has contributed to community building within and outside the class.	Awarded at Honors Day
Sangwook Ahn Award	Nominated by DPT Students or Faculty in February	2 nd Year DPT Student	Student who exemplifies social responsibility, professional leadership and leadership within the University of Vermont.	Awarded at Honors Day
CNHS				
Student Diversity Award (CNHS)	Nominated by Faculty in February	CNHS Undergraduate or Graduate Student	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	Awarded at Honors Day
Dean's Award (CNHS)	Nominated by Faculty in February	Graduating Graduate and Undergraduate Students	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.	Awarded at May Honors Ceremony
EXTERNAL				
APTA Mary McMillan Scholarship	Application Deadline: December	DPT student within 12 months of completing all requirements for graduation from the entry-level program	Recipients will be selected on the basis of the following criteria: Superior scholastic performance. Past productivity. Evidence of potential contribution to physical therapy. Service to the APTA	\$5000
APTA Minority Scholarship Award for Academic Excellence	Application Deadline: December	Minority student in final academic year	To acknowledge and reward demonstrated participation in minority affairs activities & services, the potential for superior achievements in the profession of physical therapy, appropriate display of professionalism as a future physical therapist and academic excellence.	Amount to be determined yearly
APTA Dorothy Briggs Memorial Scientific Inquiry Award	Application Deadline: December	APTA member and student	To give recognition to a physical therapist member of the APTA for an outstanding article in Physical Therapy prepared while a student.	Recognition Plaque

Permission for Faculty to Provide References and Letters of Recommendation

Rationale of Policy

D.P.T. students and graduates frequently request recommendations or references from D.P.T. faculty for clinical internships, educational programs, residency programs and employment. Guidelines are necessary to protect and support both faculty and students. References and recommendations may take different formats and include written letters, electronic forms, and phone conversations.

Policy Statement

To provide a recommendation or reference for D.P.T. students, students must first bring faculty a signed permission form that details to whom a reference can be given. Students will submit a signed "UVM D.P.T. Release to Provide Recommendation or Reference Form" as found in Appendix K to the designated faculty. Completed forms will be stored in the D.P.T. program secure student electronic file.

Faculty recommendations should be based on knowledge and evidence specific to the requesting student's history and interactions with the faculty member. Recommendations should address the relevance of the student's or graduate's qualifications for the position. If a positive recommendation cannot be provided, the student/graduate should be informed of this situation prior to offering any recommendation.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 4/11/16.

Student Services and Supports

Center for Health and Wellbeing

The [Center for Health & Wellbeing](#) offers a wide range of services to support your mind, body, and soul while you're at UVM. The staff at the center does this by providing high quality, prevention-oriented student health care, mental health services, and a vigorous program of outreach and education. Care is offered at [several locations](#) on campus.

Counseling and Psychiatric Services (CAPS)

[CAPS](#) offers a variety of services to the UVM community including short-term individual counseling, urgent needs counseling, group counseling, outreach and education, psychiatry, referrals, and consultation services.

Graduate College Ombudsperson office

The [Graduate Student Ombudsperson](#) is responsible for providing independent, confidential, informal and impartial assistance to graduate students on matters affecting their graduate education

Graduate Student Senate: <http://www.uvm.edu/~gss/>

Information Technology Support

UVM offers a full range of [information technology support](#) regarding IT services, policy and compliance issues.

Library Services

The mission of the [University of Vermont Libraries](#) is to further the creation, application, and dissemination of knowledge by providing access to information resources and education in their use. The Dana Medical Library provides reference services to D.P.T. students through a liaison library faculty member who is available to assist students in accessing information. UVM library services are easily accessed both on and off campus. A research guide has been created specifically for D.P.T. students and faculty.

Dean's Graduate Council

Each year students are selected to represent D.P.T. students at the Dean's Graduate Council. These representatives offer recommendations/suggestions to enhance/continually improve the learning experiences of graduate students within the college.

Student Financial Services

D.P.T. students can get information about Financial services by contacting the counselors at [Student Financial Services](#).

Building and Laboratory Access:

The Rowell and Given buildings are accessed off hours via the student ID Cat Card. Keypad access is available to access the Rowell Laboratories off hours. All D.P.T. students have access to the laboratories for study and practice purposes when not in use by other classes/labs.

Lockers

CNHS provides lockers for students upon request. Students must request a locker from the Office of Student Services early each year. Lockers are distributed across the College on a first come, first serve basis. Students interested in a locker should contact the Office of Student Services on the ground floor of the Rowell building.

Laboratory Organization and Upkeep

Students are expected to adhere to all safety guidelines in the use of the DPT Laboratories. Universal precautions and infection control practices must be used when indicated.

Students are responsible for maintaining cleanliness and organization in the lab, including:

- Wiping down treatment tables that are not covered with an appropriate cleansing solution
- Placing all dirty laundry in the appropriate receptacle in the linen closet
- Returning all equipment to designated areas
- Keeping shoes off mats and sheets
- All food and drink brought into the lab must be discarded in appropriate containers outside the lab.
- Plinths are for student practice only, when attending a lecture or seminar in the lab rooms, students will sit in chairs, not lying or sitting on the plinths.

UVM Campus Health and Safety

Campus Safety and Security: The University encourages all members of the University community to report suspicious or criminal activity to the UVM police services as soon as possible. Crimes may be reported by calling 802-656-3473, 802-656-FIRE, or by submitting an electronic report or by text to 847411 using the keyword UVM at the beginning of your text, all of which may be done anonymously. In the event of a crime in progress or at any time there is a risk of harm to persons or property, call 911. <http://www.uvm.edu/policies/riskmgm/clery.pdf>

UVM Police Services: <http://www.uvm.edu/~police/>

Cat Alert: Cat Alert is UVM's rapid emergency notification system. Cat Alert's goal is to help keep UVM as informed and safe as possible during emergency situations. [Sign up for Cat Alerts here.](#)

Supplemental information to the code of rights and responsibilities on fire, safety and health hazards:

- <http://www.uvm.edu/policies/riskmgm/firesafety.pdf>
- http://www.uvm.edu/policies/general_html/personalsafety.pdf

UVM student conduct incident report: <http://www.uvm.edu/~cses/?Page=incidentreport.html&SM=menu-incident.html>

UVM notification of criminal charges, arrests, or indictments: <http://www.uvm.edu/policies/student/studentcode.pdf>

UVM Drug and Alcohol Policy: <https://www.uvm.edu/policies/student/drugandalco.pdf>

UVM Graduate College Policies: <http://catalogue.uvm.edu/graduate/academicenrollment/>

UVM Policies: <http://www.uvm.edu/policies/>

Appendices

Appendix A: Signature Confirmation Page

This is a new DPT student handbook, effective 8/1/2016

DPT PROGRAM SIGNATURE PAGE

Print Name: _____

DPT CLASS OF 2018 STUDENT HANDBOOK ACKNOWLEDGEMENT

I have reviewed the updated Class of 2018 Student Handbook, understand its content, and agree to abide by the new and updated policies and procedures therein.

Signature: _____ Date: _____

UVM ACADEMIC INTEGRITY

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

Signature: _____ Date: _____

TECHNICAL STANDARDS/ ESSENTIAL FUNCTIONS ACKNOWLEDGEMENT

I have read the Technical Standards/ Essential Functions required for the DPT program at UVM and am able to meet and perform these requirements with or without reasonable accommodations.

Signature: _____ Date: _____

Appendix B: Technical Standards /Essential Functions for DPT Students

Candidates for the Doctor in Physical Therapy degree from the University of Vermont are required to meet the following technical standards and be able to perform the essential functions required by accepted standard of care for Physical Therapists as located in Appendix A. These standards detail the required essential abilities and reflect the standards of care for physical therapist practice. They were developed to establish performance expectations that assure the delivery of safe and effective care during professional practice. All students of the DPT program are required to meet these technical standards/essential functions with or without reasonable accommodation. Students with disabilities who may need reasonable accommodations to meet the standards at the time of admission or in the course of the DPT program must contact the University's office for Accommodations, Consultation, Collaboration, and Educational Support Services ("ACCESS") for certification and assessment of reasonable accommodations. Communication with DPT Director and faculty then follow this assessment. Information about the ACCESS Office and disability support services for students at the University of Vermont may be found at: <http://www.uvm.edu/access/>.

Students must verify that they have read and are able to meet and perform the DPT Technical Standards/Essential Functions with or without reasonable accommodations prior to matriculation into the program by signing the signature page of the D.P.T. Student Handbook.

Technical Standards/Essential Functions

Sensory and Observation <p>Students must be able to participate in all activities requiring observation and processing of information classroom as well as simulated and actual clinical settings. The ability to observe is required for such activities as lectures, laboratories, demonstrations, visual presentations, clinical diagnosis and intervention.</p> <p>Students must have functional vision, hearing and tactile sensations to observe patients accurately and completely and to be able to utilize effectively instruments used for diagnosis and intervention.</p> <p>Student must have sufficient use of the senses and adequate motor and coordination skills to monitor and ensure patient safety while performing all aspects of physical therapy patient care</p>
Cognitive Functions <p>Students must participate orally and in writing in intellectual activities requiring critical thinking, integration, judgment, analysis, synthesis, extrapolation, conceptualization of spatial relationships, problem-solving, and planning</p> <p>Students must be able to comprehend, interpret, and demonstrate integrated skills in didactic and clinical settings</p> <p>Students must be able to make timely decisions and take timely action in anticipation of or in response to patient/client circumstances that reflect actual patient-care conditions including time and resource constraints</p> <p>Students are able to display good judgment and assume responsibility for assessment, plan of care, and treatment of patients</p>
Affective Functions <p>Students must have verbal and non-verbal interpersonal skills that are consistent with productive classroom participation; respectful interactions with faculty, students, and staff; and development of appropriate therapeutic relationships</p> <p>Students must possess the emotional health required for full use of their intellectual abilities, adaptation to change, exercise of good judgment, cultural competence and safe completion of all responsibilities</p>
Communication <p>Communication skills, including speaking, listening, reading, writing, and computer literacy at a level consistent with successful completion of coursework and acceptable performance of clinical duties for patient care and record-keeping</p> <p>Students must be able to communicate in English with faculty, and classmates in all settings</p> <p>Students must be able to communicate effectively and sensitively with patients and families, interpret non-verbal communication</p> <p>Students must be able to communicate effectively and efficiently with members of the health care team</p>
Motor/Physical Skills <p>Students must participate in clinical and laboratory experiences that require exposure of body parts and palpation of body structures by faculty and students of all genders</p> <p>Students must have sufficient motor abilities to obtain clinical information through performance of physical therapy examinations on patients in accordance with currently acceptable practice and standards of care</p> <p>Students must be able to perform typical physical activities in the classroom/laboratory for up to 10 hours and in the clinical setting up to 8 hours</p> <p>Students must be capable of: obtaining auditory, visual, and tactile information to receive instructions and to evaluate and treat patients</p> <p>continuous use of hands with firm grasp and manual dexterity</p>

<p>coordination of verbal, manual, cognitive, and gross motor activities</p> <p>movement from place to place and position to position with safe speed, strength, and endurance for handling equipment and classmates or patients</p> <p>gross motors skills including being able to stand, walk, twist, bend and squat while providing patient care</p> <p>ability to manipulate objects and persons of various shapes, sizes and weights to effectively perform patient care</p> <p>Ability to lift 30 pounds while maintaining balance and coordinated movement</p> <p>Coordination of fine and gross motor skills with cognitive tasks to perform patient care techniques including, but not limited to, gait training, manual therapy, and positioning</p> <p>Ability to perform necessary motor and cognitive functions with appropriate coordination, speed and agility to ensure patient safety in emergency situations</p>
<p>Behavior Attributes</p> <p>Student must be able to accept constructive feedback, respond with appropriate self-reflection, and modify action/learning based on feedback and reflection</p>
<p>Professional and Ethical Conduct</p> <p>Students must Consistently display integrity, honesty, empathy, caring, fairness, respect for others, diligence, dedication, and ability to maintain patient privacy</p> <p>Abide by local, state, and federal laws, as well as all University of Vermont and College of Nursing and Health Sciences codes of conduct.</p> <p>Tolerate physically, emotionally, and mentally demanding workloads.</p> <p>Function effectively under stress, and make use of available resources to help maintain health.</p> <p>Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty.</p> <p>Take responsibility for themselves and their behaviors.</p> <p>Maintain a professional demeanor especially in clinical settings (e.g. use of name tag, appropriate attire, neat appearance and respectful speech).</p>

Appendix C: APTA Position on Professionalism: Professionalism: Physical Therapy Core Values

In 2000, the House of Delegates adopted Vision 2020 and the Strategic Plan for Transitioning to A Doctoring Profession (RC 37-01). This Plan included six elements: Doctor of Physical Therapy, Evidenced-based Practice, Autonomous Practice, Direct Access, Practitioner of Choice, and Professionalism, and describes how these elements relate to and interface with the vision of a doctoring profession. In assisting the profession in its transition to a doctoring profession, one of the initiatives was to define and describe the concept of professionalism by explicitly articulating what the graduate of a physical therapist program ought to demonstrate with respect to professionalism. As a byproduct of this work, it was believed that practitioner behaviors could be articulated that would describe what the individual practitioner would be doing in their daily practice that would reflect professionalism.

Core Values

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Judicial_Legal/ProfessionalismCoreValues.pdf

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

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

Appendix D: UVM Code of Academic Integrity

The UVM Code of Academic Integrity can be accessed at the following link:

<http://www.uvm.edu/policies/student/acadintegrity.pdf>

Appendix E: Our Common Ground

<http://www.uvm.edu/~presdent/?Page=miscellaneous/commonground.html>

Education is not preparation for life. Education is life itself" - *John Dewey, educator, philosopher, UVM Class of 1879*

The University of Vermont is an educationally purposeful community seeking to prepare students to live in a diverse and changing world. We who work, live, study, teach, do research, conduct business, or participate in the University of Vermont are members of this community. As members, we believe in the transforming power of education and agree to help create and foster an environment where we can discover and reach our true potential.

We aspire to be a community that values:

RESPECT. We respect each other. We listen to each other, encourage each other and care about each other. We are strengthened by our diverse perspectives.

INTEGRITY. We value fairness, straightforward conduct, adherence to the facts, and sincerity. We acknowledge when things have not turned out the way we had hoped. As stewards of the University of Vermont, we are honest and ethical in all responsibilities entrusted to us.

INNOVATION. We want to be at the forefront of change and believe that the best way to lead is to learn from our successes and mistakes and continue to grow. We are forward-looking and break new ground in addressing important community and societal needs.

OPENNESS. We encourage the open exchange of information and ideas from all quarters of the community. We believe that through collaboration and participation, each of us has an important role in determining the direction and well-being of our community.

JUSTICE. As a just community, we unite against all forms of injustice, including, but not limited to, racism. We reject bigotry, oppression, degradation, and harassment, and we challenge injustice toward any member of our community.

RESPONSIBILITY. We are personally and collectively responsible for our words and deeds. We stand together to uphold our common ground.

Appendix F: CNHS Graduate Clinical Mandatories Information

Clinical mandatories requirements and forms are available online:

http://www.uvm.edu/~cnhs/doccenter/dpt_first_year.pdf

Appendix G: Student Participation in the Laboratory Activities Release Form

This release form is a companion to the "Student Participation in the Laboratory Activities Policy".

Due to the nature of this professional program, students are expected to practice and serve as -models for PT evaluations and interventions and to participate in other laboratory experiences throughout the program.

Students are required to sign this release by the first day of the beginning of each Patient Management and other laboratory courses and submit to the Course Coordinator.

In PT _____ (course number): Patient Management _____ or PT (course number) _____ students will be participating in (faculty to list out activities and interventions):

I have reviewed, understand and agree to the "Student Participation in the Laboratory Activities" policy (hyper link to this policy). I can fully participate in all the stated activities. I will notify the course coordinator with any changes in my ability to participate.

DPT Course: _____

Student Signature: _____

Course Coordinator Signature _____

Date: _____

Reviewed and Approved: DPT faculty on 4/11/16

Appendix H: Assent to Participate in Teaching Activity agreement form

I understand the purpose of and the plan for the teaching activity. I understand the activities that I will participate in and/or the type of the questions that I may be asked. I understand this activity is for education only and that information about me will be kept confidential. This means that any information about me will not be shared or discussed outside the classroom. However, I understand that there is always the chance that someone will repeat what I have said or what they have seen. I understand that I may withdraw my consent at any time for any reason.

I understand that my participation in this activity does not involve any physical or emotional risk to me beyond that of everyday life. I understand that it is important for me to tell the course coordinator right away if I believe that I have been hurt because of taking part in this teaching activity. I can tell the course coordinator in person or call him/her at (802 656-____). In addition, I understand that I may contact the Doctor of Physical Therapy (DPT) Program Director (656-____), if I have any questions about taking part in this teaching activity.

I also understand that it is not the policy of the University of Vermont or the Department of Rehabilitation and Movement Science to provide payment or free medical treatment in the event of injury resulting from this teaching activity.

Signature _____

Date _____

Parent or Guardian _____

Date _____

Course Instructor _____

Date _____

Appendix I: Consent to Participate in Teaching Activity signature form

I have had explained to my satisfaction the purpose and the format of the teaching activity. I understand the activities that I will participate in and/or the nature of the questions I may be asked during the teaching activity. I understand this activity is strictly educational and that all personal information will be considered confidential. This means that any information about me will not be shared or discussed outside the classroom. However, I understand that there is always the chance that someone will repeat what I have said or what they have seen. I understand that I may withdraw my consent at any time for any reason.

I understand that my participation in this activity does not involve any physical or emotional risk to me beyond that of everyday life. I understand that it is important for me to tell the course instructor promptly if I believe that I have been injured because of taking part in this teaching activity. I can tell the course instructor in person or call him/her. In addition, I understand that I may contact the Doctor of Physical Therapy (D.P.T.) Program Director (656-8647) should I have any questions about my rights as a participant in this teaching activity.

I also understand that it is not the policy of the University of Vermont or the Department of Rehabilitation and Movement Science to provide payment or free medical treatment in the event of injury resulting from this teaching activity.

Signature _____

Date_____

Course Instructor_____

Date _____

Appendix J: Parent or Guardian Consent to Participation in Teaching Activity signature form

I have had explained to my satisfaction the purpose and the format of the teaching activity. I understand the activities that _____ (please print) will participate in and/or the nature of the questions that may be asked during the teaching activity. I understand this activity is strictly educational and that all personal information will be considered confidential. This means that any information about _____ (please print) will not be shared or discussed outside the classroom. However, I understand that there is always the chance that someone will repeat what has been said or seen. I understand that I may withdraw my consent at any time for any reason.

I understand that _____'s (please print) participation in this activity does not involve any physical or emotional risk beyond that of everyday life. I understand that it is important for me to tell the course instructor promptly if I believe that _____ (please print) has have been injured because of taking part in this teaching activity. I can tell the course instructor in person or call him/her at (802 656- _____). In addition, I understand that I may contact the Doctor of Physical Therapy (DPT) Program Director (656-XXX), should I have any questions about _____ (please print) rights as a participant in this teaching activity.

I also understand that it is not the policy of the University of Vermont or the Department of Rehabilitation and Movement Science to provide payment or free medical treatment in the event of injury resulting from this teaching activity.

Signature _____

Date _____

Course Instructor _____

Date _____

Appendix K: Assent to be Photographed, Audio Recorded and/or Videotaped release form

I understand that the pictures, the sound recordings and videos will be used in the future only for teaching. I was able to ask questions and get answers about how these pictures, sound recordings and videos will be used. These pictures, sound recordings and videos will be stored safely in a teacher's office. I understand that I can change my mind about participating at any time for any reason.

By checking the boxes below, I _____ (please print) provide my permission for the following and sign below:

- Please check here if you give UVM, or a photographer who works for UVM, permission to take pictures of you while you participate in a teaching activity.
- Please check here if you give UVM, or a (n) audiographer/videographer who works for UVM, permission to take sound recordings and videos of you while you participate in a teaching activity.

Signature _____

Date _____

Course Instructor _____

Date _____

Appendix L: Consent to be Photographed, Audio Recorded and/or Videotaped release form

I understand that the photographic, audio and video recordings (called 'footage') will be used for future educational purposes only. I was able to ask questions and get answers about how the footage will be used. A record of the footage will be kept in a secure area in the faculty's locked office and the security of the footage will be maintained by the course instructor. I understand that I may withdraw my consent at any time for any reason.

By checking the appropriate box below, I _____ (please print) provide my permission for the following and sign below:

- Please check here if you give UVM, or a photographer working on behalf of UVM, permission to photograph you during your participation in a teaching activity.
- Please check here if you give UVM, or a (n) audiographer/videographer working on behalf of UVM, permission to use footage of you during your participation in a teaching activity.

Signature _____

Date _____

Course Instructor _____

Date _____

Appendix M: Parent or Guardian Consent to be Photographed, Audio Recorded and/or Videotaped release form

I understand that the photographic, audio and video recordings (called 'footage') will be used for future educational purposes only. I was able to ask questions and get answers about how the footage will be used. A record of the footage will be kept in a secure area in the faculty's locked office and the security of the footage will be maintained by the course instructor. I understand that I may withdraw my consent at any time for any reason.

By checking the appropriate box below, I _____ (please print) provide my permission on behalf of _____ (please print) for the following and sign below:

- Please check here if you give UVM, or a photographer working on behalf of UVM, permission to photograph _____ (please print) during the teaching activity.
- Please check here if you give UVM, or a(n) audiographer/videographer working on behalf of UVM, permission to use footage of _____ (please print) participation in a teaching activity.

Signature of Parent or Guardian _____

Date _____

Course Instructor _____

Date _____

Appendix N: Release to Provide Recommendations Form

I am requesting a recommendation from _____ (faculty member) for the following
_____ (specify organization or situation). I agree that the recommendation
can be in the form of a verbal communication or written letter dependent on the specific needs/request of the
organization/situation.

I agree to provide all necessary information needed to support this request to the faculty member prior to any
recommendation. Faculty may request such information as my resume, CV, or draft letter to assist in completion of this
recommendation.

Student/Graduate Signature _____ Date _____

Faculty Signature _____ Date _____