UVM DOCTOR OF PHYSICAL THERAPY PROGRAM HANDBOOK

Effective May 22, 2023

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DEPARTMENT OF REHABILITATION AND MOVEMENT SCIENCE

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 2029.

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 2027.

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 2.5 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 32 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 system 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 B.S. 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 (D.P.T.) degree. The 1st class of D.P.T. 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.

Dr. Barbara Tschoepe assumed the role of DPT Program Director in the Fall of 2015 and led faculty in the development of a movement systems approach to DPT education, as well as establishing DPT faculty practice collaborations in the greater Burlington community. Since 2014, the UVM D.P.T. program has experienced a great deal of growth with increasing numbers of highly qualified faculty and 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 D.P.T. 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 and 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 D.P.T. 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 D.P.T. 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 health care 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 D.P.T. program graduates will be able to:

1. Serve as movement system experts who exemplify contemporary best practice to improve quality of life.
2. Illustrate leadership as primary care providers that model professional core values.

3. Collaborate with patients, families and professional colleagues to optimize health outcomes, maximize patient experience, and facilitate cost efficiency.
4. Apply evidenced-based clinical and practice management that exhibits value-based patient/family centered care.
5. Advocate to improve health outcomes and increase the overall functioning and well-being of our society.
6. Offer consultation as movement system experts while demonstrating value and adherence to ethical and legal principles.
7. Communicate via means commensurate with needs of the individuals within the context of the task and environment.
8. Educate patients/clients, peers, professional colleagues, and the community in a manner that is culturally sensitive.
9. Commit to be reflective practitioners and lifelong learners.
10. Engage in community and professional activities that demonstrate social responsibility.

Technical Standards/Essential Functions of D.P.T. 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 B. 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 D.P.T. 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 D.P.T. program must contact the University's office of Student Accessibility Services (SAS) for certification and assessment of reasonable accommodations. Communication with the D.P.T. program director and faculty then follows this assessment. Learn more about the SAS 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

Student Accessibility Services (SAS) provides accommodations, consultation, collaboration, and educational support services to students with documented disabilities. Among their programs and services, SAS 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 SAS Office is located at A170 Living Learning Center. Contact at 802-656-7753 or access@uvm.edu.

Doctor of Physical Therapy Curriculum

FIRST YEAR

Summer Semester	Credits	Fall Semester	Credits	Spring Semester	Credits
ANNB 300 (Human Gross Anatomy)	6	DPT 7050 (Clinical Medicine)	4	NSCI 302 (Neuroscience)	3
DPT 401 (Health Systems I – Policy)	2	DPT 7060 (Exercise Science)	3	DPT 7070 (Pharmacology/Nutrition)	2
DPT 450 (Professional Formation/Leadership I)	1	DPT 7100 (Fundamentals of Clinical Practice)	3	DPT 7080 (Fundamentals of Critical Inquiry)	3
		DPT 7110 (Movement System I)	3	DPT 7120 (Movement Systems II)	3
		DPT 7140 (Clinical Reasoning)	2	DPT 7200 (Musculoskeletal Management I)	4
		DPT 7150 (Psychosocial Aspects of Health & Well-being)	3	DPT 7510 (Professional Formation/Leadership II)	2
Total Credits:	*9*	*Total Credits:*	*18*	*Total Credits:*	*17*

SECOND YEAR

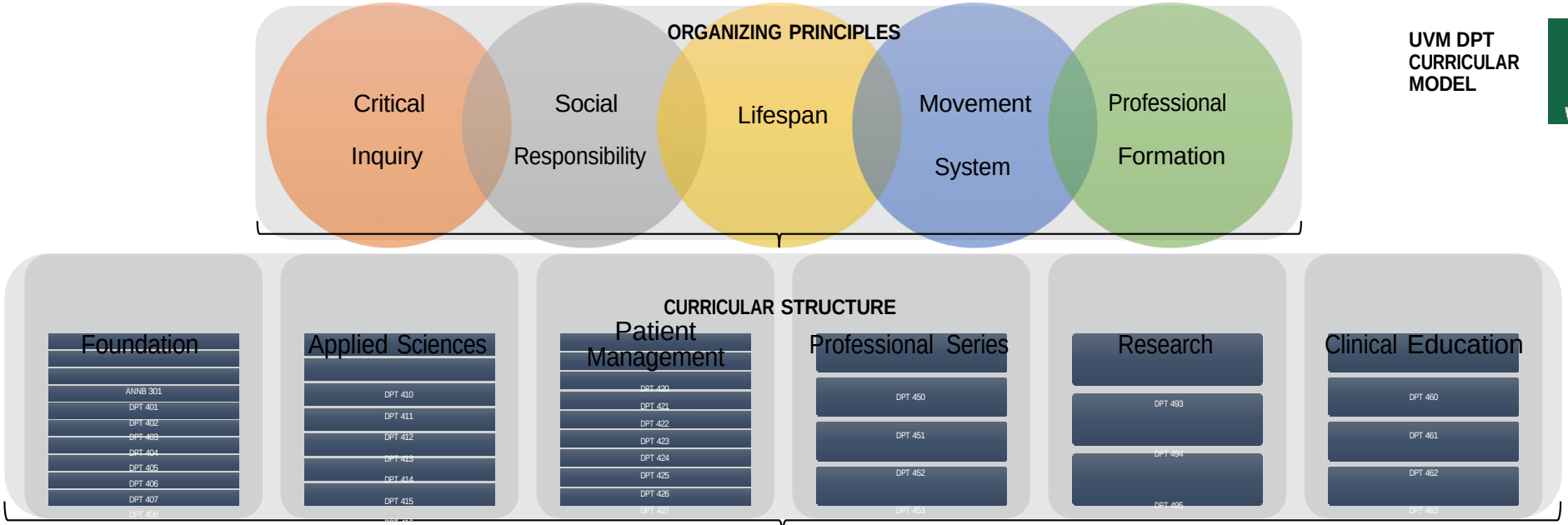
Summer Semester	Credits	Fall Semester	Credits	Spring Semester	Credits
DPT 7210 (Musculoskeletal Management II)	4	DPT 7020 (Health Systems II – Quality Improvement)	2	DPT 7030 (Health Systems III – Business Management)	2
DPT 7230 (Neurological Management I)	4	DPT 7220 (Musculoskeletal Management III)	4	DPT 7040 (Health Systems IV – Health Promotion)	3
DPT 7260 (Cardiovascular and Pulmonary Management)	3	DPT 7240 (Neurological Management II)	3	DPT 7160 (Rehab Technology)	3
DPT 7520 (Professional Formation/Leadership III)	2	DPT 7270 (Integumentary, Endocrine & Multiple Systems)	3	DPT 7250 (Neurological Management III)	4
DPT 7930 (Evidence-Based Practice in PT)	2	DPT 7600 (Clinical Education Experience I - 8 weeks)	2	DPT 7530 (Professional Formation/Leadership IV – ICE/IPE)	2
			2		
Total Credits:	*15*	*Total Credits:*	*14*	*Total Credits:*	*14*

THIRD YEAR

Summer Semester	Credits	Fall Semester	Credits
DPT 7130 (Movement System III)	4	DPT 7620 (Clinical Education Experience IIB - 6 weeks)	2
DPT 7610 (Clinical Education Experience IIA - 6 weeks)	2	DPT 7630 (Clinical Education Experience III - 12 weeks)	4
DPT 7990 (Special Topics A-Z – TBA)	3		
Comprehensive Examination	0		
Total Credits:	*9*	*Total Credits:*	*6*
		TOTAL CREDITS:	***102***

Updated: 5/12/2023

UVM DPT CURRICULAR MODEL



TEACHING METHODS / LEARNING EXPERIENCE

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

STUDENT EVALUATION/GRADING

UVM DPT GRADUATE OUTCOMES

1. Serve as movement system experts who exemplify contemporary best practice to improve quality of life.
2. Illustrate leadership as primary care providers that model professional core values.
3. Collaborate with patients, families and professional colleagues to optimize health outcomes, maximize patient experience, and facilitate cost efficiency.
4. Apply evidenced-based clinical and practice management that exhibits value-based patient/family centered care.
5. Advocate to improve health outcomes and increase the overall functioning and well-being of our society.
6. Offer consultation as movement system experts while demonstrating value and adherence to ethical and legal principles.
7. Communicate via means commensurate with needs of the individuals within the context of the task and environment.
8. Educate patients/clients, peers, professional colleagues, and the community in a manner that is culturally sensitive.
9. Commit to be reflective practitioners and lifelong learners.
10. Engage in community and professional activities that demonstrate social responsibility.

Curriculum

Curricular Framework, Plan and Courses

The curricular organizing principles serve as the framework and the foundation of the UVM D.P.T. program. These principles include critical inquiry, social responsibility, lifespan, movement system, and professional formation. Over the course of 2.5 calendar years, the curriculum movement 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 32 weeks of clinical rotations. Curricular concepts are "threaded" through the didactic course work, building and expanding the students' knowledge over the 2.5 years of doctoral study. The D.P.T. expected graduate outcomes are met through a variety of teaching methods and learning experiences. A visual description of the curricular framework follows.

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 32 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 3 full time clinical education (CE) internships prior to graduation; including at least one internship outside the state of Vermont. Students must complete one non-ambulatory experience. This includes acute care hospitals, rehabilitation hospitals, subacute rehabilitation experiences in skilled nursing facilities, assisted living, and home health experiences. These sites are not as plentiful as ambulatory experiences. If interested in more than one non-ambulatory experience students should identify their interest with their clinical advisor. All students in the class must have one non-ambulatory experience before students can request a second experience in this setting. Students must complete one ambulatory experience generally in an outpatient setting. Clinical education must factor as a priority during your UVM DPT clinical learning experiences. Students who desire to participate in professional development or travel experiences may do so only with the prior support of the UVM clinical team and your Clinical Instructors/SCCE.

Program Academic Policies

Course and Clinical Education Registration Policy

Rationale for Policy

Students must maintain enrollment in all course and clinical education experiences, in sequence as outlined in the Doctor of Physical Therapy Curriculum table, in order to proceed through the curriculum and progress towards academic and clinical completion.

Policy Statement

Students must register for courses in sequence, at least 4 weeks prior to the start of the upcoming semester, and pay for all DPT lecture, laboratory and CE courses in accordance with the UVM Registrar Office's billing cycle found in this link. Students without confirmed registrations during this timeframe will not be able to participate in respective courses the following semester. Students must receive approval from the DPT program director if personal circumstances necessitate out of sequence registration.

Confirmations of registration will be done by D.P.T. faculty/staff.

Professional Behaviors Policy

Rationale for Policy

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

Policy Statement

Education in professional behavior is an explicit component of the DPT curriculum. Students must develop mastery of professional behavior in didactic and clinical education learning environments during the Program. Students must also commit to adhering to all regulations regarding conduct established by the DPT Program.

The education of a quality physical therapist involves more than teaching students the cognitive and psychomotor pieces of clinical sciences, clinical skills, clinical decision making, patient care management, and best business practice. It also includes the development of affective behaviors, including professionalism. To this end, all components (affective, cognitive, and psychomotor) are considered part of the **academic process**.

Standards of affective and professional behaviors are critical for professional performance and are incorporated into evaluating student progression through the curriculum. In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of professional behaviors is required for success in any given profession. The professional behaviors described for physical therapists are outlined here and can be found at this link in more detail:

1. **Critical Thinking**: the ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.

2. **Communication Skills**: the ability to communicate effectively [i.e. speaking, body language, reading, writing, listening, social media (see social media policy 3.4.8) for varied audiences and purposes.

3. **Problem-Solving**: the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

4. **Interpersonal Skills**: the ability to interact effectively with patients, families, colleagues, other healthcare professionals, faculty, staff, fellow students, and the community and to deal effectively with cultural and ethnic diversity issues; to act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability; the ability to recognize their personal biases and not discriminate against others in physical therapist practice, consultation, education, research, and administration.

5. **Responsibility**: The ability to fulfill commitments and be accountable for personal and professional actions and their outcomes. Including punctuality and attendance (see full attendance policy) responding to programmatic requests and emails within a timely manner and meeting established deadlines.
6. **Professionalism**: the ability to exhibit appropriate professional conduct and to represent the profession effectively.
7. **Use of Constructive Feedback**: the ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
8. **Effective Use of Time and Resources**: the ability to obtain the maximum benefit from a minimum investment of time and resources.

9. **Stress Management**: the ability to identify sources of stress and to develop effective coping behaviors.
10. **Commitment to Learning**: the ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.

The DPT Program utilizes abilities-based assessment throughout the curriculum to ensure the acquisition of entry-level skills and promote the development of professional behaviors. The following documents guide the program faculty and students in understanding, evaluating and improving professional behavior.

Unprofessional Behavior

Unprofessional behavior will most commonly be identified by faculty members during their routine interactions with students. Examples of unprofessional behaviors (not an all-inclusive list) are: academic integrity violations; not observing the dress code for labs and class; disturbing the class with behavior not in line with engaged listening and participation; using electronic devices in class in an inappropriate manner; conducting unrelated activities during class time (including sleeping in class); unsafe behavior in laboratory or class which might result in harm to other persons; failure to submit CPR certification and all required health records in a timely manner; verbal, physical, or psychological abuse; and disrespectful behavior and/or communication (verbal and non-verbal) to classmates, patients, clinical educators, faculty, staff, or other employees.

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 internship.

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.

Students will follow the clinical instructor's schedule as assigned by the clinical education site. Students must log their absences in clinical education to Exxat. Students who miss more than two days in clinical education will need to make up the time at the discretion of their clinical instructor and DCE. Clinical hours are made up in full days, not partial days or additional hours/minutes spent at the clinic.

Students will follow the clinical instructor's schedule as assigned by the clinical education site. Students must log their absences in clinical education to Exxat. Students who miss more than two days in clinical education will need to make up the time at the discretion of their clinical instructor and DCE. Clinical hours are made up in full days, not partial days or additional hours/minutes spent at the clinic.

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.

Religious Holidays
UVM Attendance Policy / Religious Holidays:
http://catalogue.uvm.edu/undergraduate/academicinfo/rightsandresponsibilities/
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 of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss class for the purpose of religious observance to make up the course work.
Each student is held responsible for knowledge and observance of these rules and regulations, including those concerned with academic honesty. Please refer to the Code of Student Rights and Responsibility policy webpage.

Examination Security Policy

Rationale for Policy
The UVM D.P.T. program supports and promotes students to adhere to high standards of academic integrity and exam security.
Policy Statement
During written and practical testing backpacks/book bags/purses will be moved away from personal testing space. All electronic devices are to be turned off and smart watches removed and placed in personal bags. The course coordinator will identify specific testing materials allowed in the examination room. Students are not allowed to ask questions of proctor during the examination.
Students must secure permission from the exam proctor to leave the testing area. Students are expected to maintain confidentiality of the exam content at all times; this stipulation includes practical, standardized patient encounters and laboratory exams.

Grading Policy

Rationale for Policy
D.P.T. students have demonstrated the requisite knowledge and skills in order to progress in the D.P.T. 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). D.P.T. students who receive grades of B or higher are demonstrating satisfactory academic performance. Grades between C and

C+ (70-79%) are considered marginal passing grades. Refer to "Academic Progression and Retention Policy" for specific academic progression details.

GRADING

A+	97.5 – 100	B+	87.5 – 89.4	C+	77.5 – 79.4	F	<69.5
A	89.5 – 97.4	B	79.5 – 87.4	C	69.5 – 77.4		

The grading scale above reflects that used by the DPT program. Any courses taught by faculty outside the DPT program (e.g. Gross Anatomy and Neuroscience) follow the grading scale adopted by that department. Please refer to course syllabus for grading scales used outside the DPT program.

Practical Examinations

All practical examinations conducted in courses taught by DPT faculty are graded Pass/Fail, with a passing grade considered a score of 80% or greater on the practical exam grading rubric. Practical examinations not passed on the first attempt can be repeated a second time, in whole or in part at the discretion of faculty. Failure to pass on the second attempt will result in failure of the course. Students who successfully repeat a practical examination will receive a score of pass. Second attempts will consist of a new practical examination scenario/skill, however, faculty reserve the right to require a student to demonstrate mastery over the initial practical examination content/skill/behavior as well. All practical examinations will contain a safety component and violation of safety will result in an automatic failure of the practical exam attempt.

Skills Check

All skills checks are graded Pass/Fail, with a passing grade considered a score of 80% or greater on the skills check rubric. Skills checks not passed on the first attempt can be repeated a second time, in whole or in part at the discretion of the faculty. Failure to pass on the second attempt will result in a 0 score for the skills check. Skills checks are weighted as 10% of a course grade. Students who successfully repeat a skills check will receive a score of pass. Second attempts will consist of a new skill check scenario or skill, however, faculty reserve the right to require a student to demonstrate mastery over the initial skill/behavior as well. All skill checks will contain a safety component and violation of safety will result in an automatic failure of the skill check attempt.

Comprehensive Exam

Students must successfully pass a comprehensive examination as part of their graduate program upon the conclusion of the didactic coursework. The comprehensive examination for the DPT program will consist of a multiple-choice exam and focuses on the student's mastery of foundational knowledge, clinical applicability, and practice. The passing grade for the exam will be a minimum cut-off score of **575 on the first attempt** (prior to CE 2; in the event of extraordinary circumstances, date of exam may be adjusted accordingly). As part of the first comprehensive exam attempt, one retake will be allowed the following semester; the same passing mean class grade will be used, but with a minimum cut-off score of **600** to account for enhanced student learning that will have occurred through CE 2 and, as applicable, CE 3. Should students not pass this retake, it will be considered a first failure of the comprehensive examination. Students will have one additional opportunity to remediate the comprehensive examination the following Spring semester. Upon successful completion of CE 3, students may go through the hooding ceremony in December but will need to delay graduation to the following May to allow for a second comprehensive exam attempt. Students will get only one chance to remediate the comprehensive exam, following a preparation period outlined by the student and their academic advisor; the same passing mean class grade with a minimum cut-off score of **600** will be applied. Second failure of the comprehensive exam will result in

dismissal from the program by the graduate college. UVM Graduate College Dismissal

Clinical Education

Clinical education is graded a Satisfactory (S)/Unsatisfactory (U) basis. The Director and Clinical Education team 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 and may delay academic progression with cohort. Refer to "Academic Progression and Retention Policy" for specific academic progression details.

Course Assignments

Late submissions of assignments will incur a five percent reduction from the assignment grade for each calendar day late; submissions not accepted after two days.

Academic Progression and Retention Policy

Rationale for Policy

D.P.T. students must demonstrate the requisite knowledge and skills in order to progress in the D.P.T. program.

Students' academic performance is evaluated in each course in the curriculum. Grading policies are detailed in the D.P.T. Grading Policy. Students who demonstrate academic performance difficulties are encouraged to seek help from D.P.T. program faculty and their advisor immediately. D.P.T. 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.

In order to progress in the DPT program beyond semester 1, students must receive a grade of B or higher (83 – 100% is the grading scale for the College of Medicine) in Gross Anatomy. Students who receive a passing final grade of C- – B- (i.e. 70-82%) will be required to retake the course, thereby delaying academic progression. Students who receive a passing final grade of B- or lower, who choose to remain in the program, will return the following year and join the new cohort of DPT students.

Grading Scale for Gross Anatomy (ANNB 300) and Neuroscience (NSCI 302)

A+	97 – 100	B+	87 – 89	C+	77-79	F	<70
A	93 – 96	B	83 – 86	C	73-76		
A-	90 – 92	B-	80 – 82	C-	70-72		

Unsatisfactory Academic Standing

Academic Probation
A student will be placed on **Academic Probation** if any of the following occur:

1. Scholastic: Students who receive a passing grade below a B or an Unsatisfactory (U) in any course demonstrate unsatisfactory academic performance and will be placed on academic probation for the next 1-2 semesters.
2. Professionalism: Students who violate standards of professional behavior, as evidenced by 2 written professional behavior *warnings*, will also be placed on probation. A student on probation due to professional behavior will remain on probation for the duration of their time in the DPT Program.

Students in these situations will receive written notification from the Program Director regarding their unsatisfactory performance, academic progression requirements and D.P.T. program retention requirements. The student will be required to meet with their academic advisor and the course coordinator (when applicable) to discuss a remedial plan to support the student (see Remediation outlined below). Students need to be fully aware of the potential risks for dismissal from the D.P.T. program outlined below should remediation not bring the student into satisfactory academic standing.

While on Academic Probation (either scholastic or professional behaviors), a student is considered "not in good academic standing" and will face specific limitations, which may include but are not limited to:

- Ineligibility to hold leadership positions in student organizations, teaching assistant positions, class officer positions in the DPT Program, or any university-wide leadership positions
- Ineligibility to receive financial support from the DPT Program to attend professional organization meetings
- Timing and location of clinical rotations may be impacted, such as a delayed clinical placement, change in location or in clinical instructor

Academic Suspension
A student will be placed on **Academic Suspension** (delayed academic progression), for up to one year, if any of the following occur:

1. Scholastic:
   - A student receives 3 grades below a B
   - A student has a cumulative GPA of < 3.0
   - A student receives an F in any course
   - A student receives a U grade in any clinical education course
   - A student fails to successfully complete a remediation plan (excluding retaking a course; see Academic Dismissal)
2. Professionalism: A student has received 3 written professional behavior *warnings* during their course of study or has exhibited severe professional behavior concerns as determined by the SAC and voted on by Core Faculty as described above.

Faculty will review each case individually and notify the student of his/her ability to enroll in additional coursework in subsequent semesters prior to repeating remedial courses.

Academic Dismissal

A student will be **Academically Dismissed** if any of the following occur:

- They receive an F in any course and repeat that course with a second grade of F
- They meet the criteria for academic suspension and the core faculty vote not to offer enrollment in the next cohort
- They receive 4 passing grades below a B
- Unsuccessful completion (receives a final grade < B) of a course retaken for remediation
- Their GPA is less than 3.0 at the end of their didactic course work
- They do not pass their Comprehensive Examination on the 2nd attempt
- They receive more than one U grade in a clinical education course
- They commit any act or omission endangering the life, safety, health or well-being of a patient or staff member
- They violate any confidentiality/right to privacy of a patient or other person during the course of a CE experience and internship
- Other factors deemed severe enough for dismissal by a majority vote of core faculty
- They are convicted of a criminal offense

Remediation

A student in unsatisfactory academic standing will be placed on a remediation plan developed by the SAC in conjunction with the course coordinator. Remediation plans will be designed on a case-by-case basis and will include required steps to assist the student with content mastery in order to facilitate successful academic progression. The student will be notified of their remediation plan after receiving a marginally passing grade below a B and before the official end of the semester. The plan will outline steps for student-led preparation for successful completion of a remediation exam (designed by the course coordinator and the Chair of Student Affairs), which will be taken before week 3 of the following semester. The course coordinator will review the final exam and other course materials with the student before the end-of-semester break or shortly thereafter.

Students will be required to pass a written assessment with a minimum score of 75% to mark the end of the remediation plan. If the student does not pass the remediation exam on the first try, they will have a second attempt to pass another exam before the semester course drop date. (*Internal drop date will be set for Fall semester V due to compressed semester*) If the student fails the second attempt, they will be placed on Academic Suspension and will be required to retake the course, resulting in delayed academic progression. Refer to policy above. Enrollment for the following year will depend on approval from the course coordinator.

Remediation is a privilege provided by the faculty and is granted to students enrolled in the DPT program. Remediation is considered a second attempt to secure knowledge or clinical skills to facilitate student mastery and competence in clinical practice. It is not used to replace a poor grade in a course. Core Faculty have the right to withdraw the opportunity for remediation from individual students abusing this privilege. Students having their remediation privilege revoked and not passing an evaluation (written or practical) can be recommended for dismissal.

Progress through the DPT program is dependent upon successful completion of each course at the time that it is offered in the program of study. Courses are sequenced in the curriculum to build upon the knowledge gained in previous courses. For this reason, students not successful in completing a course may be restricted from taking additional courses until that coursework is remediated. This may result in delayed academic progression and graduation. Faculty will review each case individually and notify the student of his/her ability to enroll in additional

coursework prior to the semester following the deficient coursework.

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 (see below). 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.

Dismissal Appeal Process

A student has the right to appeal a dismissal on the following grounds: 1) procedural error unfairly and materially affected the dismissal decision, 2) material evidence has been discovered that was not reasonably available at the time of the dismissal, or 3) there was clear abuse of discretion in the dismissal decision. The appeals process begins at the program level with the Program Director. If unsuccessful, the appeal may be made to the Dean of the Graduate College, whose decision is final. Students may have a support person accompany them to any meetings related to the appeal. This person may not be legal counsel. UVM Graduate College Dismissal

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 2.5 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 3.0 or better. Satisfactory completion of all clinical education experiences and internships. Completion of requirements for comprehensive examination. Students will be recommended for graduation if:

- Their GPA is 3.0 or greater at the end of their didactic course work
- They receive no more than 2 passing grades below a B
- They pass their Comprehensive Examination
- They successfully complete all clinical education requirements
- They are recommended for the degree by the D.P.T. faculty.

National Physical Therapy Exam

Students will select individual state board information for the National Physical Therapy Exam and complete and all requirements for licensure based on requirements outlined by the Federation of State Boards of Physical Therapy and individual state board. Requirements may vary by state and it is the student's responsibility to adhere to both state and federal requirements.

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 D.P.T. program director or designee. If the program director /designee approves the request, the program 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.

Medical Withdrawal

Students who seek to withdraw from the University because of a physical or mental health condition must contact the program director or designee and then the Graduate College to discuss their intention to medically withdraw. If medical withdrawal is appropriate, the student will be advised to submit a Medical Withdrawal Request form, which is obtained from the Graduate College. The complete Medical

Withdrawal Policy Statement can be found here:
https://www.uvm.edu/policies/student/medicalwithdrawal.pdf
Students re-enrolling/re-entering the University after a medical withdrawal for physical or mental health reasons must follow specific guidelines in preparation for return to UVM. **Students must notify the program director about their intent to return to classes and the timeline for this notification is outlined** on the Center for Health and Wellbeing Website:
http://www.uvm.edu/~chwb/psych/?Page=medical_withdrawal.html

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 D.P.T. program director, academic advisor and or designee for development of a plan for return to the program and progression in the D.P.T. 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.

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 program director and faculty with the support of the SAS 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.

Course/Faculty Evaluation Policy

Rationale for Policy
Student evaluations of D.P.T. 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.

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 D.P.T. program.

Clinical Education Policies

Additional Expenses for Clinical Education

Rationale for Policy

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

Policy Statement

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 D.P.T. 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.

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 Statement

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 D.P.T. 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.

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 Statement

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 and clinical education team 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.

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 SCCE. If further assistance is needed, students should consult their clinical advisor and DCE. 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 available 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 DCE, clinical advisor will participate in all decisions that leads to students being removed from a clinical experience/internship.

Integrated Clinical Experiences 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 D.P.T. learning experiences. Guidelines for these experiences are described.

Policy Statement

D.P.T. students participate in part time integrated clinical experiences (ICE) in their 3rd, 4th and 6th semesters of the curriculum to supplement learning experiences within the program. These ICE are part of the D.P.T. Professional Formation courses within the curriculum. Students attend the ICE as assigned. Details specific to each ICE are found within the respective course syllabi. Students are responsible for additional costs/transportations to these sites.

Clinical Education Accommodations Policy

Rationale for Policy

The UVM D.P.T. program faculty are committed to assisting learners with disabilities to have equitable access in our classroom courses and clinical internships while protecting the privacy of all learners as well. The Technical Standards/Essential Functions are made available to all admitted and current students in the UVM D.P.T. Student Handbook. Early acknowledgement and communication with the Program director and course coordinators is essential to a successful partnership in arranging accommodations. Clinical accommodations are best coordinated in advance of a clinical experience and cannot be applied retroactively.

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 SAS (SAS) to initiate the process of requesting accommodation for the clinical curriculum. The UVM DPT program works diligently to ensure students can be provided an accessible clinical experience however, due to the nature of clinical experiences the program may not be able to accommodate a student if the request is not done in a timely manner. It is asked that students submit accommodation requests by March 1st of their first year and by March 1st of each subsequent year to ensure adequate time for planning and implementing accommodations for clinical rotations. If a student is receiving academic accommodations, the student is strongly encouraged to obtain and use clinical accommodations during clinical experiences.

Classroom accommodations are determined separately from those in the clinical setting and SAS may require additional documentation to determine eligibly for a clinical accommodation. If a student believes that they will need accommodations in the clinical setting, they are expected to discuss these needs with the DCEs and SAS as soon as the need is recognized. SAS will work with a student by reviewing documentation and determining eligibility and 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, SAS may at its discretion ask that students respond to questions regarding the limitations that affect abilities to meet the technical standards/essential functions for the clinical curriculum. If SAS determines that a student is eligible SAS will provide the student with an accommodation letter that describes the student's eligibility for services and the specific accommodation needs. Students are expected to provide the accommodation letter to the course coordinator in advance of clinical assignments, and/or clinical site SCCE 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.

Clinical Education Advisor Assignments/Roles Policy

Rationale for Policy

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

Policy Statement

To facilitate consistent guidance in support of clinical education success, 1) The course coordinator for clinical education courses is the DCE 2) all students will be assigned a faculty member from the clinical education team to serve as their clinical advisor during preparation for and participation in all clinical experiences.

The DCE will be responsible for course assignments, administration, and in conjunction with the clinical advisor and clinical instructor the ultimate grade assignment. The clinical advisor's role is to support the students' decision making and selection of clinical assignments, to support needs during each clinical experience, facilitate student performance through various collaborative efforts, and assess student progress. All students are expected to schedule an introductory meeting with their clinical advisor in their second semester (Fall) and then once every semester until CE2 and CE3 begin. In order to optimize the clinical assignment process and internship experiences, clinical advisors will guide student advisees, including use of Exxat resources, in their selection/ranking of priority site locations and settings.

During all three clinical education experiences, students will maintain communication with their clinical advisor via

- email and phone correspondence as needed
- participation in a mid-term conference call or site visit with the Clinical Instructor (CI) and clinical advisor
- mid-term and final CPI remarks.

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 Absence

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 rescheduled.

Two or Greater Days Absent

Two or more absences from each clinical internship are required to be re-scheduled at the clinical site's convenience. Time made up is in full days not partial hours spread over time.

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 DCE and 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 SCCE and CI. Final approval is dependent upon the support of the SCCE and CI. All planned absences must be re-scheduled at the convenience of the clinical site.

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 DCE and Clinical Advisors 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 DCE, Clinical Advisors and staff assistants, and the clinical sites. Numerous factors determine clinical site assignments including but not limited to academic performance, faculty and clinical advisor input, a carefully thought through and communicated clinical education plan, and 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 D.P.T. students are submitted to all UVM contracted sites beginning on March 1st each year. Clinical Sites are asked to confirm UVM slot offers by Spring each year for the following calendar year.

Offers are made in 3 ways. Many clinical sites offer clinical experience/internship slots to a number of D.P.T. programs on an open offer basis – meaning their site is open to multiple schools, others offer UVM slots that are held until we notify them of our intent to place a D.P.T. student or we release the designated UVM slot. The 3rd option is one where UVM D.P.T. 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:

Clinical Education course dates	Final Dates for selection of clinical sites	Student CE assignment Notification date
2024 CE1: 10/21– 12/13	Jan 2024	Feb 2024
2025 CE2: 6/24 – 9/12	August 24	Sept 2024
2025 CE3: 9/16– 12/6	October 24	Nov 2024

When the lists are released, students are encouraged to review the details/requirements of each possible site using the Clinical review forms (when available) and/or previous student evaluations of the site. 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 by the stated due date to be considered. Otherwise, the DCE and Clinical Advisors will assign students to respective internships. These lists are updated on a regular basis, should additional site offers be secured for UVM
D.P.T. students.

For those clinical site offers that come to us on an open offer basis, notification to students and DCE decisions are made on a rolling basis to give our students the best opportunity to secure one of these slots. These can occur any time throughout the year. These open offers clinical site option updates are posted on the UVM D.P.T. Exxat platform according to the posted timeline. Students will request these slots using the Exxat platform. Once the slot is confirmed for UVM, the DCE selected students are assigned to the location for the selected CE course, and this becomes the student's final assignment.

Students interested in requesting CE team to inquire about a National Network site can do so anytime during the posted clinical education timeline assignment process. 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. All clinical site offers will become available to all students. 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 cancelation 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 D.P.T. 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.

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 Statement
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.

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 tracker. See mandatories 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. Students must remain complaint with CNHS mandatories and clinical site requirements in advance of clinical education experiences. All costs associated with clinical site health requirements and CNHS mandatories are the responsibility of students in the D.P.T. program.

Clinical Internship Hours Expectations

Rationale for Policy
D.P.T. students must realize and be willing to fully participate in expectations of clinical experiences/internships to successfully progress through the D.P.T. program. Other commitments 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.

Professional Standards

APTA Membership Requirement

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 2.5 years of the D.P.T. 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

Member Benefits

APTA Professional Standards

Rationale for Policy

D.P.T. 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 D.P.T. 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:
https://www.apta.org/apta-and-you/leadership-and-governance/policies/code-of-ethics-for-the-physical-therapist

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
D.P.T. 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 Conduct 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.

Student Authorship in Research Projects

Rationale for Policy
As part of curricular requirement, all D.P.T. students will participate in faculty-supervised research projects during their tenure in the program. Students work closely with a faculty to initiate, conduct, and complete a research project. Authorship should be transparent and declared and agreed upon in written form by the faculty, students, and other collaborators external to the D.P.T. program. The following procedures outline authorship expectations.

Procedures:
1. The UVM D.P.T. program follows the authorship recommendation of the International Committee of Medical Journal Editors. Authorship must be based on the following four criteria:
    - Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
    - Drafting the work or revising it critically for important intellectual content; AND
    - Final approval of the version to be published; AND
    - Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and

resolved.

Those who do not meet ALL four criteria should be acknowledged.

To foster an open communication between faculty and students, the subject of authorship must be included as part of teaching of faculty to his or her research students. Students and faculty must attest that the teaching has taken place and that everyone agrees, at the initiation of the project and prior to completion of the 1st semester of research course. The agreement must be communicated to the EBP coordinator with copies kept by all parties.

1. For the purpose of presenting the research work internal to UVM (e.g. Student Research Conference, Zeigler Research Forum), DPT students will be first authors (of equal contribution) and faculty as last (senior) author.
2. For the purpose of presenting the research work external to UVM or publishing the research work in a peer-reviewed journal or publication, the faculty research advisor/s will determine the order of authors.

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 D.P.T. 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-D.P.T. program. Students who do not release CBCs to the program will not be admitted.

In addition to completion of CBC prior to admission into the DPT program, students are required to complete CBCs 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. Students are required to maintain updated CBCs throughout the D.P.T. program and must submit an updated CBC by Fall of their second year to ensure updated clearance prior to entering their 32 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. 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. 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 D.P.T. program without confirmation that such updated documentation has been submitted within expected due dates. Should students be removed from a clinical experience, this will jeopardize academic standing and progression within the D.P.T. program.

All costs related to completion of CBC are the responsibility of the D.P.T. students; CBCs are recognized

as a professional obligation to become health care provider providers.

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 o Measles, mumps, rubella (MMR); Tetanus, Diphtheria, Pertussis (Tdap); Polio; Hepatitis B, Varicella; two step TB skin test, COVID 19 vaccine and boosters
- American Heart Association CPR certification for health care providers including AEDs
- Proof of Health Insurance o UVM Policy for Mandatory Health Insurance: http://www.uvm.edu/~chwb/insurance/?Page=mandatory.html. UVM D.P.T. 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 D.P.T. 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 final year of the program. Students purchase this insurance through a D.P.T. 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. Student liability insurance is tied to student enrollment in classes.
- 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 D.P.T. students receive a UVM email address. This email address is used for all official University, College and D.P.T. program communications. Students are responsible for timely checking of this UVM email for pertinent information over the course of the D.P.T. 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 SCCE, 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

Medical Terminology Policy

Rationale for Policy
D.P.T. students must have competency in medical terminology.

Policy Statement
All students entering the D.P.T. 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-D.P.T. 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 2022 will take this test during the week of the DPT student orientation in June 2019.

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 proceed with entry into Summer semester course work. If the competency exam is not successfully passed, students will not be able to progress through the curriculum.

Computer System Requirements for D.P.T. Students

Rationale for Policy
The D.P.T. program uses many technology-based and interactive learning tools which require computer access. All DPT courses utilize online testing for mid-term and final examinations. Recognizing that students will also use their laptops for multimedia applications and to run various software during their tenure at UVM, the D.P.T. program has minimum computer requirements. Due to the compatibility limitation and difficulty with access to examination and learning technology, the use of netbooks (e.g. Chrome book) and tablets (e.g. Microsoft Surface) is not sufficient for full participation in the D.P.T. program. Netbooks and tablets do not have sufficient computational resources to meet student needs and do not work with specific software used by the D.P.T. 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.

Our students typically use basic programs such as Microsoft Office including OneNote, mobile apps related to Google Android and Apple iOS, and the examination lockdown browser (exams are administered online). Students may occasionally run statistics program like Stata or SPSS, meta-software for meta-analysis of data, or reference manager systems like Endnote or Zotero. Our program heavily uses online videos for instructional purposes and online/remote learning. All of these tools require capable computing specifications and a long-lasting battery.

The UVM DPT program requires students to have a laptop computer. Laptops should comply with the following **minimum** computing requirements:

- 13" in high definition / high resolution screen
- 2.0 GHz dual core processor
- 8 GB RAM
- 256 GB Hard Drive memory (512 GB is ideal)
- 256 MB graphics memory (6 to 8 MB L3 Cache)
- 802.11 a/c wireless connectivity
- Front-facing camera

Equipment Requirements – D.P.T. Kit

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

Policy Statement
Students are required to purchase a D.P.T. Kit. The kit is purchased through a patient management course laboratory fee and will be distributed by the UVM DPT program during the year one Summer semester. The kit includes materials and equipment necessary for all patient management courses and clinical internships. The kit includes the following items: stethoscope, goniometer, gait belt (vinyl), tape measure, stopwatch, reflex hammer, monofilaments, blood pressure cuff, mobilization belt, pulse oximeter, kit bag, skin pencil, and inclinometers.

Textbook Subscription
The UVM DPT program subscribes to access physiotherapy for most required textbooks. Individual course coordinators will communicate via the course syllabus all required course textbooks.

Directions to set up an accessphysiotherapy account:

1. First time users create account at https://accessphysiotherapy.mhmedical.com/
2. You must be on UVM campus to create your account
3. The account must be reactivated by signing into your account from campus every 90 days
4. If you are off campus and required to reactive your account, you can access the Accessphysiotherapy account by going through DANA Medical Library. Sign into the library, search for the FA Davis or McGraw Hill textbook from our DPT list, and click on the online textbook link. This will automatically reactivate your Accessphysiotherapy account.

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 D.P.T. program, the D.P.T. faculty has adopted the following policy.

Policy Statement

Classroom/ Laboratory

- Clothing: Clothing that is neat, clean, professional in appearance and in good condition (not frayed, ripped, or with holes)
- 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
- 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.
- Hair: Should be clean and neat with styles that are appropriate to professional attire.

- Fingernails: Should be clean, short and neatly manicured.
- 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.
- 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, t-shirts or sport/exercise clothing) that covers torso (neck to knees), upper arms and legs.
- Clothing that is neat, clean, 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.
- Jewelry: Should be minimal, simple and appropriate to professional attire.
- Must meet safety standards. Avoid long necklaces and dangling earrings that are easy for children or others to grasp.
- Hair: Should be clean and neat with styles that are appropriate to professional attire.
- Hair should be pulled back and secured; hats or head coverings are not permitted unless for religious purposes.
- Fingernails: Should be clean, short and neatly manicured.
- 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.

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 D.P.T. 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 D.P.T. 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 laboratory activities release form (Appendix G) for each D.P.T. 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 D.P.T. 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 D.P.T. program director and Risk Management directly (x63242 or risk.management@uvm.edu); http://www.uvm.edu/~riskmgmt/

Faculty will/are:

- responsible for providing clinical lab space free from recognized hazards.
- instruct students in the safe use and storage of equipment and chemical substances, as well as safe and proper body mechanics.
- instruct students in the safe use of tools and equipment, including appropriate personal protective equipment, and ensure that the equipment is properly maintained.
- instruct students in the safe disposal of waste.
- 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.
- secure a signed release form from each student for each D.P.T. program patient management class.
- support students who exhibit distress due to personal grief or trauma.
- 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 or http://www.uvm.edu/~riskmgmt/

GUIDELINES FOR WRITTEN ASSIGNMENTS

Rationale for Policy

To develop clinical scholars, students are educated in proper manuscript writing guidelines and use these guidelines across the curriculum. Academic papers should be written with the expectation that the final paper is in a format that is ready for submission to a professional journal.

Policy Statement

Unless otherwise instructed, all papers, projects, case studies, and reports should follow the American Medical Association (AMA) 10th edition citation style. It is the students' responsibility to ensure that the citation is complete and accurate. Laboratory exercise sheets and Patient Management documentation are not considered written reports and therefore do not need to conform to these guidelines.

FINAL EXAMINATION POLICY

Rationale for Policy

DPT students have many high-stakes written and practical final exams necessitating a different approach from the undergraduate examination schedule to best support assessment of student learning.

Policy Statement

The DPT program will administer an examination from one course only per day during final examination week. This is accomplished by using the final exam week reading day in order to provide students optimal time for examination preparation. This policy has been approved by the UVM Graduate College.

Use of Cell Phones, Mobile Devices, Laptops 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 D.P.T. program 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/

UVM Social Media Policy: https://www.uvm.edu/sites/default/files/UVM-Today/UVM-2021-SocialGuidelines.pdf

Unauthorized Distribution of Copyrighted Materials

Rationale for Policy

DPT students are expected to act professionally in all aspects of their doctoral education; the APTA Core values defines the critical elements of professionalism including Integrity, or steadfast adherence to high ethical principles. It is imperative that students abide by all rules, regulations and laws, in addition to adhering to the highest standards of the profession. This policy ensures that all DPT students understand copyright laws and are aware of potential consequences of not adhering to copyright laws. Copyright infringement while in the DPT program is grounds for review of dismissal from the program.

Policy Statement

As described in the UVM Compliance with Higher Education Opportunities Act (HEOA) Peer-to-Peer File Sharing Requirements and Combating Unauthorized Distribution of Copyrighted Materials policies. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce of distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Unauthorized distribution or use of copyrighted material, including peer-to-peer file sharing of copyrighted materials, by DPT students is prohibited. These actions may subject a student to civil and criminal liabilities and to university student conduct sanctions. UVM uses a combination of enforced policy, education, and technologies to combat unauthorized distribution of copyrighted material. Violations may result in suspension or termination of access to UVM's network or to services available through that network and may result in disciplinary action through the Center for Student Ethics and Standards or the DPT program, including suspension/dismissal or separation from the University of Vermont, employment termination, or criminal prosecution.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the web site and FAQ of the U.S. Copyright Office. UVM Compliance with Higher Education Opportunities Act (HEOA) Peer-to-Peer File Sharing Requirements and Combating Unauthorized Distribution of Copyrighted Materials Polices can be found through this link: https://www.uvm.edu/it/peer-peer-file-sharing-and-copyright-law

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 D.P.T. faculty has adopted the following policy. Teaching activities refer to lectures, laboratories and seminars.

All community guests who are/have:

- 18 years and older must sign a Consent to Participate in Teaching Activity Form.
- a Guardian will sign an Assent to Participate in Teaching Activity Form. In addition, the Guardian will sign a Consent Form.
- 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.
- 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

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 D.P.T. 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.

Funding D.P.T. Students to Attend Conferences

Rationale for Policy
The D.P.T. program promotes student participation in professional conferences as part of their lifelong-learning experience. All D.P.T. students engage in faculty-supervised research projects during their tenure in the program and are encouraged to submit abstracts to disseminate project summaries to approved national conferences. This policy is intended to clarify eligibility for funding from the program to attend conferences.

Procedures
If an abstract is submitted for presentation and is accepted, the program may appropriate, match, or contribute funds accordingly, for travel-related expenses including registration, accommodation, and travel. All students who participate in a conference presentation are eligible for physical therapy program financial support. Funds available for DPT students are subject to yearly changes. Specific amounts vary from year to year and are allocated by the Program Director. Students are responsible for meal expenses. Funding can be used for students presenting at conferences within 6 months post-graduation. Funding to support conference participation will be provided ONLY if ALL the following conditions are met:

The student/and or group has submitted an abstract to a professional research conference of interest and is accepted.

1. The student has presented at the UVM Student Research Conference.
2. The student has applied for the Graduate College Mini-Travel Grant within the time period prescribed by the Graduate College, prior to the conference. As the Mini-Travel Grant application is awarded on an individual basis, each student (even from the same group) must apply individually. Each student must request a letter from the faculty research advisor (to be submitted with their application) explaining that their work is a group project and that there is equal contribution from all members of the group.

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 D.P.T. 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 guide students in portfolio development to meet program expectations

through demonstration of new learning and reflection within program curricular threads. 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 student, the academic advisor may assist by helping to identify options, alternatives and potential consequences associated with the students' decisions. Documentation of advisee meetings are kept in the student's file.

Additional information on graduate advising is found in the Graduate College Academic AdvisingPolicy. If a student wishes to change their advisor, they may make this request with a rationale in writing to the D.P.T. program director. Should the request be supported by the program director, a new advisor will be assigned.

Incident Report

Rationale for Policy
Students must report any injury sustained while in class, lab, or during clinical experiences. Policy

Students must report personal injury or personal property damage sustained while participating in UVM DPT activities by completing the UVM incident report form. Students must immediately notify the UVM DPT Course coordinator if injured in class or laboratory and the CI and DCE if injured while on a clinical experience. Students must e-mail a copy of this fully completed report within 72 hours of the incident to the address listed below to their DPT faculty advisor and DPT Program Director or designee. If students are on a clinical rotation, they must notify the UVM DPT DCE, their clinical supervisor, and their clinical advisor. If the clinical site has an incident report form, this must also be completed, along with the UVM incidence report: https://cm.maxient.com/reportingform.php?UnivofVermont

Department of Risk Management
284 East Avenue
Burlington, VT 05405
802-656-3242 T 656-8682

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 D.P.T. Students or Faculty in November	3rd Year D.P.T. Student	Student who has demonstrated the greater potential for development of professional competency and leadership.	Awarded at December Graduation
Margaret Corbin Award	Nominated by D.P.T. Students or Faculty in November	3rd Year D.P.T. Student	Student who has demonstrated high quality academic and clinical performance throughout the curriculum.	Awarded at December Graduation
NAME	MECHANISM	CATEGORY	CRITERIA FOR SELECTION	NOTES
Samuel B. Feitelberg Award	Nominated by D.P.T. Students or Faculty in February	First Year D.P.T. 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 D.P.T. Students or Faculty in February	2nd Year D.P.T. Student	Student who exemplifies social responsibility, professionalleadership 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	D.P.T. 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
ACAPT National Honor Society	Nominated by Faculty Application Deadline: October	3rd Year DPT Students	Recognizes students who demonstrate excellence, integrity, and professionalism in the areas of academic achievement, leadership, service or research, and demonstrate strong moral character, ethics and the core values of the DPT profession	Nominees recognized at May Zeigler X Inductees recognized at December Graduation

D.P.T. Student Club

The D.P.T. student club fosters communication, collegiality and engagement in advocacy for UVM D.P.T. students. The D.P.T. Club and students participate in extracurricular events and fund-raising activities as well as representing the D.P.T. program at national conferences. Student representatives are elected by their D.P.T. student peers to represent the cohort.

Permission for Faculty to Provide References and Letters of Recommendation

Rationale for 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.

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 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 D.P.T. 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/drink brought into the lab must be discarded in appropriate containers outside thelab.
- 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: https://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:
https://www.uvm.edu/sconduct/submit-report

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

D.P.T. PROGRAM SIGNATURE PAGE

Print Name: _____

D.P.T. CLASS OF 2022 STUDENT HANDBOOK ACKNOWLEDGEMENT

I have reviewed the Class of 2022 Student Handbook, understand its content, and agree to abide by the 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 D.P.T. 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 D.P.T. 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 D.P.T. 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 D.P.T. program must contact the University Student Accessibility Services (SAS) office for accommodations, consultation, collaboration, and educational support services for certification and assessment of reasonable accommodations.

Communication with D.P.T. Director and faculty then follow this assessment. Information about the SAS Office and disability support services for students at the University of Vermont may be found at: https://www.uvm.edu/academicsuccess/student_accessibility_services

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.

Technical Standards/Essential Functions

Sensory and Observation

- 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.
- 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.
- 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.

Cognitive Functions

- 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.
- Students must be able to comprehend, interpret, and demonstrate integrated skills in didactic and clinical settings.
- 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.
- Students are able to display good judgment and assume responsibility for assessment, plan of care, and treatment of patients.

Affective Functions

- 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.
- Students must possess the emotional health required for full use of their intellectual abilities and adaptation.
- to change, exercise of good judgment, cultural competence, and safe completion of all responsibilities.

Communication

- 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.
- Students must be able to communicate in English with faculty, and classmates in all settings.
- Students must be able to communicate effectively and sensitively with patients and families, interpret non-verbal communication.
- Students must be able to communicate effectively and efficiently with members of the health care team.

Motor/Physical Skills

- 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.
- 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.
- 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.
- Students must be capable of:
    - obtaining auditory, visual, and tactile information to receive instructions and to evaluate and treat patients.
    - continuous use of hands with firm grasp and manual dexterity
    - coordination of verbal, manual, cognitive, and gross motor activities
    - movement from place to place and position to position with safe speed, strength, and endurance for handling equipment and classmates or patients.
    - gross motors skills including being able to stand, walk, twist, bend and squat while providing patient care.
    - ability to manipulate objects and persons of various shapes, sizes and weights to effectively perform patient care.
    - Ability to lift 30 pounds while maintaining balance and coordinated movement.
    - 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.
    - Ability to perform necessary motor and cognitive functions with appropriate coordination, speed and agility to ensure patient safety in emergency situations.

Communication

- 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.
- Students must be able to communicate in English with faculty, and classmates in all settings.
- Students must be able to communicate effectively and sensitively with patients and families, interpret non-verbal communication.
- Students must be able to communicate effectively and efficiently with members of the health care team.

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- Students must be capable of:
    - obtaining auditory, visual, and tactile information to receive instructions and to evaluate and treat patients.
    - continuous use of hands with firm grasp and manual dexterity
    - coordination of verbal, manual, cognitive, and gross motor activities
    - movement from place to place and position to position with safe speed, strength, and endurance for handling equipment and classmates or patients.
    - gross motors skills including being able to stand, walk, twist, bend and squat while providing patient care.
    - ability to manipulate objects and persons of various shapes, sizes and weights to effectively perform patient care.
    - Ability to lift 30 pounds while maintaining balance and coordinated movement.
    - 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.
    - Ability to perform necessary motor and cognitive functions with appropriate coordination, speed and agility to ensure patient safety in emergency situations.

Behavior Attributes

- Student must be able to accept constructive feedback, respond with appropriate self-reflection, and modify action/learning based on feedback and reflection.
- Student must be able to accept constructive feedback, respond with appropriate self-reflection, and modify action/learning based on feedback and reflection.

Professional and Ethical Conduct

- Students must consistently display integrity, honesty, empathy, caring, fairness, respect for others, diligence, dedication, and ability to maintain patient privacy
- Abide by local, state, and federal laws, as well as all University of Vermont and College of Nursing and Health Sciences codes of conduct.
- Tolerate physically, emotionally, and mentally demanding workloads.
- Function effectively under stress, and make use of available resources to help maintain health.
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty.
- Take responsibility for themselves and their behaviors.
- Maintain a professional demeanor especially in clinical settings (e.g. use of name tag, appropriate attire, neat appearance and respectful speech).

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

Core Values

In 2000, the House of Delegates adopted Vision 2021 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

https://www.uvm.edu/president/our-common-ground

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:
CNHS Mandatory Website

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 DPT_____(course number): Patient Management_____or

DPT (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. I can fully participate in all the stated activities. I will notify the course coordinator with any changes in my ability to participate.

D.P.T. Course: _____

Student Signature: _____

Student Signature: (printed) _____

Course Coordinator Signature_____

Date: _____

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 (D.P.T.) program director (656-2262), 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 _____

Printed name_____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 (656-2262) 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 _____

Printed name_____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 (D.P.T.) program director (656-2262), 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 _____

Printed name_____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:

O 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.

O 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:

O 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.

O 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:

O Please check here if you give UVM, or a photographer working on behalf of UVM, permission to photograph_____(please print) during the teaching activity.

O 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_____

Appendix O: Photography Permission and Release Form

Faculty, UVM staff and students may take photographs/videos of students engaging in curricular and extracurricular activities. These photographs/videos may be used for UVM, CNHS, or DPT social medial, research, or professional association activities. Occasionally faculty will submit photographs to the American Physical Therapy Association (APTA), for marketing and other social media activities.

Please check here if you give UVM, or a UVM faculty member permission to share your photograph on social media during your participation in UVM DPT activities

- o Please check here if you grant the APTA and its employees, agents and assigns, the perpetual, absolute and irrevocable right and permission to use your name and to use, reproduce, edit, exhibit, project, display, copyright, publish and/or resell photographic pictures of you, or in which you may be included in whole or in part, and to circulate the same in all forms and media including, but not limited to having the photo posted on APTA's Student Assembly Facebook page, APTA's social media publications, and used in other APTA print and online publications, and on APTA's websites for educational, trade, all forms of advertising/promotion or any lawful purpose without further compensation to you.
- o Check here if you agree that by signing the form below, that you agree that APTA is the sole owner of all rights in the negatives, photographs, prints, and all other items bearing your photograph, name or likeness, including full domestic and foreign copyrights therein, and shall have the exclusive right to make use of these materials as it wishes, including, but not limited to, the right of performance, display, reproduction and distribution in all media, and the right to create, perform, display, and reproduce derivative works thereof.
- o By signing the form below, I acknowledge that I have no right to approve the editorial, advertising, promotional, trade or printed copy that includes my photograph, name or likeness. I hereby release, discharge and agree to save harmless the APTA, its components, agents and assigns from all liabilities arising out of distortion, optical illusions, or faulty mechanical reproductions of my likeness and any liability or claimed liability in connection with the use of my photograph, name or likeness.
- o If I am the entrant, I warrant that the submitted photo does not infringe on any copyright owned by another, that the photo was taken by me and that I hold the copyright, that the photo is an original work that has not been published and that the photo was not taken from the Internet.

Signature_____ Date _____

Appendix P: UVM DPT Program Course Waiver Form

A maximum of 6 credit hours may be requested for Waiver within the DPT program in either Foundations or Applied Science courses. To be considered for this option, students must receive a B+ or better in equivalent course. Prior to submission for a request to waive courses to meet DPT degree requirements, students should review the "Limited Waiver" program policy found in the DPT student handbook. Approvals for such requests are unusual and students will be held accountable for all content presented in the UVM DPT course throughout the curriculum.

Due Date: Form with all supporting documents must be submitted to the DPT Student APR Committee Chair 2 weeks before the start of the semester where the potential course is to be waived.

Please attach official transcript and course syllabi/description and supporting documents to this request form.

Student Name_____ ID#_____ Date _____

Address _____

E-Mail Address_____

Local Phone _____

Requested UVM Course # and Title_____ to be waived.

Suggested Course Title meeting requirements:

_____

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

_____

_____

_____

Student Signature:

_____ Date:_____

Program Decision (To be granted/communicated by end of first week of classes) o Approve Waiver o Deny Waiver o Need More Information Comments:

_____

_____

Student APR Committee Chair:

_____ Date:_____

DPT Program Director:

_____ D

ate:_____