

# UVM DOCTOR OF PHYSICAL THERAPY PROGRAM HANDBOOK

Class of 2020



The University of Vermont

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

Effective June 6, 2017  
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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 2020.

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 3 years, including summers. The program integrates the basic and clinical sciences with essential skills in scientific inquiry, leadership, business, ethics and policy to produce graduates prepared to provide patient centered care and participate as primary care team members within an evolving complex health care environment. As a component of graduate study, students participate in faculty mentored scholarship.

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

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

## History

The UVM physical therapy program began in the early 1970's under the leadership of Professor Samuel Feitelberg and graduated its first class of students with a baccalaureate degree (BS) in 1973. In 1996, Professor Feitelberg retired and Dr. Jean Held assumed leadership of the Department of Physical Therapy as Chair until her retirement in 2007. During this time, UVM graduated the last class of students with a BS degree and in 2000, the Department enrolled its first class of students for the Master of Physical Therapy (MPT). As physical therapist scope of practice increased, educational needs expanded; and with national efforts moving toward doctoring level of education for entry professional practice, the University quickly transitioned from the MPT to the Doctor of Physical Therapy (D.P.T.) degree. The 1<sup>st</sup> 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. Since 2005, the UVM D.P.T. program has experienced a great deal of growth with increasing numbers of highly qualified students. We continue to strive to grow our research mission, while maintaining our known excellence in teaching and in the preparation of evidence-based clinical scholars.

## Program Vision, Mission, Values, Goals and Graduate Outcomes

### Vision

To be recognized for leadership in our contributions to the creation, advancement and dissemination of translational research while striving toward excellence to educate Doctor of Physical Therapy (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 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 healthcare environment.
- Develop graduates to lead and collaborate in multiple roles that can positively impact clients, patients, the profession and society.
- Inspire graduates to appreciate uniqueness and value of all individuals within diverse cultures and societies.

## Graduate Outcomes

Upon completion of the University of Vermont D.P.T. program graduates will be able to:

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

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

## Technical Standards/Essential Functions of 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. 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 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

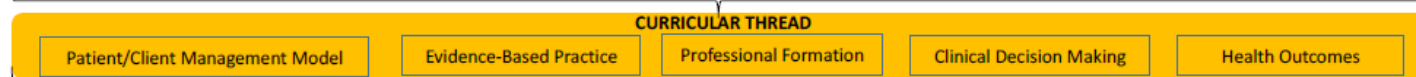
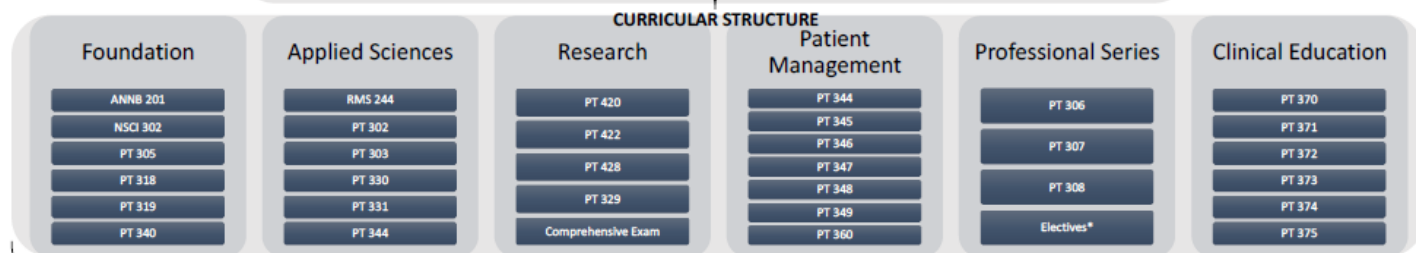
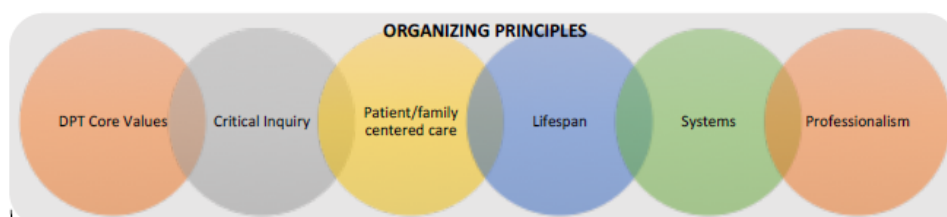
SAS provides accommodations, consultation, collaboration, and educational support services to students with documented disabilities. Among their programs and services, SAS offers: exam accommodations, meetings with disability specialists to receive advisement and advocacy around disability-related matters, 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](mailto:access@uvm.edu).

## 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 D.P.T. core values, professionalism, critical inquiry, patient and family centered care, and body systems over the life span. Over the course of 3 calendar years, the curriculum systems approach across the lifespan begins with a strong foundation in the basic and applied sciences supporting physical therapy management and links theory and application of evidence to clinical practice that is ultimately applied during the 36 weeks of clinical rotations. Curricular concepts are "threaded" through the didactic course work, building and expanding the students' knowledge over the 3 years of doctoral study. The D.P.T. expected graduate outcomes are met through a variety of teaching methods and learning experiences. A visual description on the curricular framework details follows.





**TEACHING METHODS / LEARNING EXPERIENCE**  
Lecture, laboratory, discussion, patient demonstrations, standardized patients, simulation, supervised clinical experience

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

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

## D.P.T. Class of 2020 Curriculum

				<b>Credits</b>
<b>YEAR 1</b>				
<b>Summer 2017</b>	6 weeks <i>June 19- July 28</i>	ANNB 201	Human Gross Anatomy	6
				<b>Total=6</b>
<b>Fall 2017</b>	<i>August 28-Dec 15</i>	PT 305 PT 318 PT 420 PT 340	Pharmacology/Pathophysiology Movement Science 1 – Kinesiology Understanding Evidence in PT Practice Patient Management – Fundamental Skills	6 3 3 6
				<b>Total=18</b>
<b>Spring 2018</b>	<i>January 15-May 11</i>	NSCI 302 PT 306 PT 344 RMS 244	Neuroanatomy Professional Seminar 1 Patient Management – Musculoskeletal 1 Patient Management – Therapeutic Modalities	4 1 8 3
				<b>Total=16</b>
<b>YEAR 2</b>				
<b>Summer 2018</b>	May -July (6 weeks) July -Aug (4 weeks) July -Aug (4 weeks)	PT 370 PT 302 PT 319	Clinical Internship 1 Quality in Health Care Movement Science 2 – Lifespan Motor Development	3 3 3
				<b>Total= 9</b>
<b>Fall 2018</b>	<i>August 27-Dec 14</i>	PT 307 PT 422 PT 428 PT 330 PT 345 PT 347	Professional Seminar 2 Research Project-Systematic Review Research Project-Non Systematic Review Psychosocial Issues in Health Patient Management – Neuromuscular 1 Patient Management – Cardiovascular and Pulmonary	1 2 3 3 6 4
				<b>Total=16</b>
<b>Winter/Spring 2019</b>	<i>January 14-May 10</i>	PT 303 PT 308 PT 329  PT 331 PT 346 PT 348	Health Promotion Professional Seminar 3 Knowledge Implementation, Transfer, and Exchange of Evidence Based Physical Therapy Health Policy and Practice Management for PTs Patient Management – Neuromuscular 2 Patient Management – Medical/Surgical Comprehensive Exam	3 1 1  3 5 4 0
				<b>Total =17</b>
<b>YEAR 3</b>				
<b>Summer 2019</b>	May-July (6weeks) May-July (6 weeks)	PT 349 PT 360	Patient Management – Musculoskeletal 2 Patient Management –Integrated Seminar	4 1
				<b>Total=5</b>
<b>Fall 2019</b>	Aug-Oct (10 weeks) Nov-Dec (4 weeks)	PT 371 PT 372	Clinical Internship 2 Clinical Internship 3A	5 2
				<b>Total=7</b>
<b>Intersession 2020</b>	Jan (2 weeks)	PT 373	Clinical Internship 3B	1
<b>Spring 2020</b>	Jan-Feb (4 weeks) Feb-May (10 weeks)	PT 374 PT 375	Clinical Internship 3C Clinical Internship 4	2 5
				<b>Total=8</b>
				<b>TOTAL=102</b>

\*NOTE: Electives may be available during Year 2 spring semester break and following Year 3 summer semester classes.

## Course Descriptions

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

## Clinical Education Requirements

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

## Program Academic Policies

### Course and Clinical Education Registration Policy

#### Rationale for Policy

Students must maintain enrollment in all course and clinical education experiences in order to proceed through the curriculum and progress towards graduate course and clinical work completion.

#### Policy Statement

Students must register and pay for all D.P.T. lecture, laboratory and CE courses during the registration period, and at least 4 weeks prior to the start of the upcoming semester. Students without confirmed registrations during this timeframe will not be able to participate in respective courses the following semester. Confirmations of registration will be done by D.P.T. faculty/staff.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 6/6/16; revision 5/25/17.

### Attendance Policy

#### Rationale for Policy

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

#### Policy Statement

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

Students will follow the clinical instructor's schedule as assigned by the clinical education site.

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

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

## 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.

Applicability of the policy: Classroom, labs and clinical education. Reviewed and approved: D.P.T. faculty, 10/05/15. Updated 5/23/17.

## 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 B- are considered marginal passing grades. Refer to "Academic Progression and Retention Policy" for specific academic progression details.

#### Practical Examinations

The grading policy for practical exams in patient management courses is a B or higher. NOTE: All practicals have a safety component assessment and students must pass this safety component in order to achieve a B or higher on the practical examination. Students who score less than a B must meet with the course coordinator to establish a

remediation plan prior to the scheduled practical re-examination. Students can re-take practical examinations a maximum of two times in order to achieve a passing B grade (83 or higher). Should students need to re-take the practical examination due to a score less than 83, the maximum assigned grade will be a B (83).

### Comprehensive Exam

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

### Clinical Education

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

### 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.

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

## 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/bookbags/purses will be moved away from personal testing space. All electronic devices are to be turned off and 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.

Applicability of the policy: D.P.T. students. Reviewed: D.P.T. faculty, 9/26/16

## 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.

### Unsatisfactory Academic Standing and Remediation

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

### Dismissal

Students will be recommended for dismissal if:

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

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

## Graduation Requirements

### Rationale for Policy

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

### Policy Statement

## Minimum Degree Requirements

The UVM DPT program requires successful completion of 102 graduate credits inclusive of passing a comprehensive exam and all clinical rotations for the DPT degree.

Students will be recommended for graduation by the DPT faculty if they:

- Receive no more than 2 passing course grades below a B;
- Obtain a cumulative GPA that is 3.0 or greater at the end of their didactic course work
- Pass their Comprehensive Examination
- Receive no more than one successfully remediated U grade in a clinical education course
- Illustrate evidence of professional behaviors commensurate with professional doctoral practice in physical therapy
- Are recommended for the degree by the DPT faculty.

## Limited Waiver Option

The DPT program faculty, under special circumstances, may allow a waiver of up to 6 credits based on prior knowledge. A course waiver form inclusive of prior knowledge supporting documentation must be submitted to the Chair of the DPT Admissions, Progression and Retention Committee and program director at least 2 weeks prior to the semester where the potentially waived course is offered. The DPT Admissions, Progression and Retention Committee will review all requests for recommendation to the program director. Students will receive notification of the decision in writing prior to semester start by the Committee Chair and documentation will be placed in the program student file and graduate college student file. The student assumes responsibility for all content of any approved course waiver.

## Comprehensive Examination

The examination takes the form of group research projects or a systematic literature review research project and results in a written paper and public dissemination. Students work in small groups to complete their projects. The written paper and public dissemination must be successfully completed by the end of the 2nd year of matriculation and prior to beginning Clinical Internship 2.

Applicability of the policy: D.P.T. students. Reviewed and approved D.P.T. faculty 5/17/16, revised 3/15/17.

## Student Concerns, Appeals, and Due Process

### Rationale for Policy

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

### Policy Statement

### Programmatic and Course Concerns

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

## Course Grade Appeal

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

## Dismissal Appeal Process

Students have the right to appeal dismissal from the D.P.T. program. Appeals may be brought forward on the following grounds: (1) procedural error; (2) error of fact; (3) perception of bias. Letters of appeal must state clearly and precisely the basis for appeal and provide supporting evidence of infringement of the student's rights. Written appeals must be submitted to the D.P.T. program director. The program director will review available documentation and may seek additional information or advisement from the D.P.T. Student Affairs committee in making a decision about the appeal.

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

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

## Leave of Absence, Withdrawal and Out of Sequence

### Rationale for Policy

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

### Policy Statement

#### Leave of Absence for UVM Graduate Students

A leave of absence may be awarded for a period of up to one year. Students must request a leave of absence from their 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](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 from both the D.P.T. program director or designee and the Dean of the Graduate College is required for reactivation.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 4/18/16; updated 5/23/17.

### 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.

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

### Course/Faculty Evaluation Policy

#### Rationale for Policy

Student evaluations of 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.

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

## Transportation Requirement Policy

### Rationale for Policy

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

### Policy Statement

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

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

## Clinical Education Policies

### Additional Expenses for Clinical Education Policy

#### Rationale for Policy

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

#### Policy

Students are responsible for all costs of transportation, housing, meals, uniforms, additional medical/criminal background clearance, drug tests and other expenses associated with each clinical education experience. It is advisable to plan for these expenses early in the program. In the unfortunate situation should a clinical site cancel, any incurred expenses started in preparation for this site experience will also be the responsibility of students. NOTE: SEE 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.

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

### Behavior Expectations while in Clinical Experiences Policy

#### Rationale for Policy

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

#### Policy

All students must abide by the policies and procedures of the clinical education site regarding dress code, student participation hours, assigned workdays, holidays, patient care guidelines, documentation, attendance, and attendance at rounds, team meetings, staff meetings, in-service training, etc. Students are expected to demonstrate professional behaviors commensurate with the 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.

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

## Cancellation of Clinical Site Policy

### Rationale for Policy

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

### Policy

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

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

## Challenges with Clinical Education Site and/or Clinical Instructor Policy

### Rationale for Policy

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

### Policy Statement

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

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

## Clinical Correlations throughout D.P.T. Curriculum

### Policy Rationale

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

## Policy Statement

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

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

## Clinical Education Accommodations Policy

### Rationale for Policy

The UVM D.P.T. program faculty are committed to assisting learners with disabilities reach their full potential and meet expectations in our classroom courses and clinical internships while protecting the privacy of all learners as well. The Technical Standards/Essential Functions is made available to all admitted and current students in the UVM 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.

### 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 to initiate the process of requesting accommodation while on clinical experiences/internships. The sooner the need is identified the sooner a clinical placement can be secured that can reasonably offer accommodations.

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

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

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

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

## Clinical Education Advisor Assignments/Roles Policy

### Rationale for Policy

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

### Policy Statement

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

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

## Clinical Education Course Registration Policy

### Rationale for Policy

Students must maintain enrollment in all clinical education experiences.

### Policy

Students must register and pay for all CE courses during the registration period and at least 4 weeks prior to the upcoming semester as expected of all academic courses. Students without confirmed registrations during this timeframe will not be able to participate in respective Clinical Education courses the following semester. All confirmations will be done by CE faculty/staff at least 1 month prior to scheduled experience.

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

## Clinical Internship Absence Policy

### Rationale for Policy

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

### Policy Statement

#### Unforeseen Events

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

#### First Day Absent

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

#### Two or Greater Days Absent

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

#### Planned Absence

Students are required to request all planned Clinical Internship absences from their Clinical Advisor prior to making any plans to not be in clinical. The Clinical Advisor has full authority to approve or deny a request. If the request is approved by the Clinical Advisor, the request will be communicated via the clinical advisor to the clinical site CCCE and CI. Final

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

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

## Clinical Internship Assignment Process and Timeline Policy

### Policy Rationale

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

### Policy Statement

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

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

UVM participates in the clinical site requests following nationally accepted request timelines. All requests for clinical experience and internship slots for D.P.T. students are submitted to all UVM contracted sites on March 1<sup>st</sup> each year. Clinical Sites are asked to confirm UVM slot offers by April 1<sup>st</sup> each year for the following calendar year.

Offers are made in 3 ways. Some clinical sites offer clinical experience/internship slots to a number of D.P.T. programs on a 1<sup>st</sup> come, 1<sup>st</sup> serve basis, 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 3<sup>rd</sup> 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:

CE Course	Primary Option List Release Date	Top 8 choices submission due date	Assignment confirmation date
CE 4	April 15th	August 1st	September 15th
CE 2	June 15th	October 15th	November 15th
CE 3	July 15th	December 15th	February 1st
CE 1	September 15th	NA	December 15th

When the lists are released, students are encouraged to review the details/requirements of each possible site using the Clinical Site Information Forms (when available) and/or previous student evaluations of the site that are available in the D.P.T. CE staff assistant office space. 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 DCEs will assign students to respective internships. These lists are updated on a weekly basis, should additional site offers be secured for UVM D.P.T. students.

For those clinical site offers that come to us on a first come/first serve 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 1<sup>st</sup> come, 1<sup>st</sup> serve clinical site option updates are posted on the UVM D.P.T. CE google doc site as they arrive. Should students want to bid for a slot, they must request consideration within 72 hours of posting on the UVM D.P.T. CE google doc site. Once the slot is confirmed for UVM, the DCE selected students are assigned to the location for the selected CE course and the confirmed site is removed from the general selection process.

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

Lastly, students may request specific sites for UVM to consider pursuing a clinical site contract for clinical education. These requests are accepted on a rolling basis, much like the National Network requests. The DCEs will assess the site's value and determine if appropriate to pursue. The site must agree to placement of ongoing UVM students and not for only one individual student experience. This may or may not result in a secured slot for the individual student based on the contract execution process and site availability.

NOTE: CE 1 clinical experience assignment process is slightly different than CE 2,3,4 internship assignments since all students participate in an orthopedic outpatient clinical experience and most are local Vermont locations within 1 hr. driving distance from campus. After clinical advising to learn of any unique interests/requests/needs, DCEs will make CE 1 assignments to local Vermont sites. There also will be 1<sup>st</sup> come, 1<sup>st</sup> serve out of state options available for CE 1 and students are encouraged to bid for these options as they come available if interested. The same process as described above for CE 2, 3, 4 will occur for these assignments. IT IS POSSIBLE THAT some of these out of state offers might come in as early as late summer of the D.P.T. student's 1<sup>st</sup> semester.

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.

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

## Consequences of Unsatisfactory Performance in Clinical Education Policy

### Rationale for Policy

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

### Policy

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

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

## Criminal Background Clearance during Clinical Education Policy

### Rationale for Policy

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

### Policy

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

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

## Eligibility of Clinical Education Participation Policy

### Rationale for Policy

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



## Policy Statement

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

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

## 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 commitment outside this full time commitment is highly discouraged.

### Policy Statement

Students typically match clinical practice hours of their clinical instructor/s and these may vary dependent on clinical site policies within and across internship timeframes. They may include weekends, holidays, 10 + -hour days or a variety of other combinations of schedules. Preparation prior to and after clinical hours is also a common expectation and students are expected to meet both clinical site and academic expectations during all clinical experiences. Quality of preparations, materials and timeliness in submissions are essential professional behaviors considered to successfully meet all clinical internship expectations. Advanced knowledge of site schedule and planning realizing that week to week flexibility is also expected during clinical experiences/internships is highly advisable.

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

## Professional Standards

### 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 3 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](#)

[Membership benefits for students](#)

## 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 communities<sup>1</sup>." (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](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Judicial_Legal/ProfessionalismCoreValues.pdf)

### APTA Standards of Practice

Code of Ethics: [http://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/Ethics/CodeofEthics.pdf](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](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 Ethics and Standards](#) website.

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

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

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

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

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

## Criminal Background Clearance (CBC)

### Rationale for Policy

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

### Policy Statement

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

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

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

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

## D.P.T. Mandatory Requirements

### Rationale for Policy

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

## Policy Statement

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

- Immunizations and titers
  - Measles, mumps, rubella (MMR); Tetanus, Diphtheria, Pertussis (Tdap); Polio; Hepatitis B, Varicella; two step TB skin test
- CPR certification for health care providers including AEDs
- Proof of Health Insurance
  - UVM Policy for Mandatory Health Insurance  
<http://www.uvm.edu/~chwb/insurance/?Page=mandatory.html> UVM 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 third year. 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.
- 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. For information regarding email set up, configuration, security and other issues see <http://www.uvm.edu/it/email/>. Students are responsible for timely checking of this UVM email for pertinent information over the course of the 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 CCCE, several months prior to their start date, to verify the list of site requirements provided by the DCEs/CE Assistant.

Medical terminology: see Medical Terminology Policy

### 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 2020 will take this test during the DPT student orientation in June 2017.

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. Students 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.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 5/17/16; updated 5/25/17.

## 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. 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 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.

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

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

## Equipment Requirements – D.P.T. Kit

### Rationale

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

### Policy

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

## D.P.T. Student Appearance

### Guidelines for Appearance in Academic and Health Care Settings

#### Rationale for Policy

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

#### Policy Statement

##### Classroom/ Laboratory

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

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

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

- Professional casual attire (e.g., no jeans or t-shirts, shirts with logos or sport/exercise clothing) that covers torso (neck to knees), upper arms and legs.
- Clothing that is neat, clean, wrinkle-free, and in good condition (not frayed, ripped, or with holes) and is commensurate with your professional role and consistent with the setting.
- UVM name tag (lab and community settings)
- Closed toe/heel and no heeled shoes; shoes must be in good repair and have a no-skid sole.
- Students are to be clean and well-groomed at all times. Effort should be taken to avoid bad breath, body odors and perfumes or scents.
- No visible tattoos
- Jewelry: Should be minimal, simple and appropriate to professional attire
- Visible body piercing is limited to 1 to 2 earrings per ear.

- Must meet safety standards. Avoid long necklaces and dangling earrings that are easy for children or others to grasp.
- To ensure adequate hand hygiene, one ring per hand
- Hair: Should be clean and neat with styles that are appropriate to professional attire.
- Hair should be pulled back and secured
- Fingernails: Should be clean, short and neatly manicured
- No colored nail polish, artificial nails/gels, nail jewelry, sparkling ornaments
- Other guidelines: Eating, drinking or chewing gum is prohibited during real or standardized patient contact or with guest speakers

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

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

## Student Participation in Laboratory Activities

### Rationale for Policy

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

Participation in these lab activities may be associated with the potential for the loss of privacy, psychological distress and/or physical injury. To provide D.P.T. students with clear guidelines for professional behavior, communication and demeanor to minimize unintended consequences during laboratory activities, the 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 a 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](mailto:risk.management@uvm.edu)); <http://www.uvm.edu/~riskmgmt/>

Faculty:

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

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

## 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) 10<sup>th</sup> 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.

Applicability of the policy: D.P.T. students.

Reviewed and approved: 5/23/17

## Use of Cell Phones, Mobile Devices and Social Media

Rationale for Policy

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

Policy Statement



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

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

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

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

[Information regarding IT policy and compliance is detailed at: http://www.uvm.edu/it/](http://www.uvm.edu/it/)  
UVM Social Media Policy: <http://www.uvm.edu/policies/cit/socialmedia.pdf>

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

### Permission to Participate in Teaching Activity

#### Rationale for Policy

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

All community guests:

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

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

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

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

### Permission for Photographing and Videotaping

#### Rationale for Policy

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

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

## Student Success, Support and Safety

### D.P.T. Program Academic Advising

#### Rationale for Policy

The UVM D.P.T. program believes that advising of all students is important and is key to promoting academic success and professional formation of 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 also provide students with guidance on professional formation as well as professional development opportunities. Although the ultimate responsibility for making decisions about educational experiences and professional development rests with the individual students, the academic advisor may assist by helping to identify options, alternatives and potential consequences associated with their decisions. Documentation of advisee meetings are kept in the student's file.

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

If a student wishes to change their advisor, they may make this request with a rationale in writing to the D.P.T. program director. Should the request be supported by the program director, a new advisor will be assigned.

Applicability of the policy: D.P.T. students. Reviewed and approved, D.P.T. faculty 4/11/16; updated 5/23/17.

## 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 February	3 <sup>rd</sup> Year D.P.T. Student	Student who has demonstrated the greater potential for development of professional competency and leadership.	Awarded at May Honors Ceremony
Margaret Corbin Award	Nominated by D.P.T. Students or Faculty in February	3 <sup>rd</sup> Year D.P.T. Student	Student who has demonstrated high quality academic and clinical performance throughout the curriculum.	Awarded at May Honors Ceremony
Samuel B. Feitelberg Award	Nominated by 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	2 <sup>nd</sup> Year D.P.T. Student	Student who exemplifies social responsibility, professional leadership and leadership within the University of Vermont.	Awarded at Honors Day
<b>CNHS</b>				
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
<b>EXTERNAL</b>				
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

## 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 student body of the D.P.T. program. Student representatives that comprise the D.P.T. Club are elected by their student peers to represent their class.

## Permission for Faculty to Provide References and Letters of Recommendation

### Rationale of Policy

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

### Policy Statement

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

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

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

## Student Services and Supports

### Center for Health and Wellbeing

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

### Counseling and Psychiatric Services (CAPS)

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

### Graduate College Ombudsperson office

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

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

### Information Technology Support

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

### Library Services

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

### **Dean's Graduate Council**

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

### **Student Financial Services**

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

### **Building and Laboratory Access:**

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

### **Lockers**

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

### **Laboratory Organization and Upkeep**

Students are expected to adhere to all safety guidelines in the use of the 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 and drink brought into the lab must be discarded in appropriate containers outside the lab.
- Plinths are for student practice only, when attending a lecture or seminar in the lab rooms, students will sit in chairs, not lying or sitting on the plinths.

### **UVM Campus Health and Safety**

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

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

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

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

- <http://www.uvm.edu/policies/riskmgm/firesafety.pdf>
- [http://www.uvm.edu/policies/general\\_html/personalsafety.pdf](http://www.uvm.edu/policies/general_html/personalsafety.pdf)

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

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

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

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

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

# Appendices

## Appendix A: Signature Confirmation Page

### D.P.T. PROGRAM SIGNATURE PAGE

Print Name: \_\_\_\_\_

### D.P.T. CLASS OF 2020 STUDENT HANDBOOK ACKNOWLEDGEMENT

I have reviewed the Class of 2020 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 ("SAS") for certification and assessment of reasonable accommodations. Communication with D.P.T. program 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: <http://www.uvm.edu/access/>.

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, 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

**Behavior Attributes**

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

### Core Values

[http://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/Judicial\\_Legal/ProfessionalismCoreValues.pdf](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](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](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Practice/StandardsPractice.pdf)

## Appendix D: UVM Code of Academic Integrity

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

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

## Appendix E: Our Common Ground

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

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

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

We aspire to be a community that values:

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

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

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

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

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

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

### Appendix F: CNHS Graduate Clinical Mandatories Information

Clinical mandatories requirements and forms are available online:

[http://www.uvm.edu/~cnhs/doccenter/D.P.T.\\_first\\_year.pdf](http://www.uvm.edu/~cnhs/doccenter/D.P.T._first_year.pdf)

## Appendix G: Student Participation in the Laboratory Activities Release Form

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

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

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

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

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

D.P.T. Course: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student name printed:\_\_\_\_\_

Course Coordinator Signature\_\_\_\_\_

Date: \_\_\_\_\_

Reviewed and Approved: D.P.T. faculty on 4/11/16

## Appendix H: Assent to Participate in Teaching Activity agreement form

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

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

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

Signature \_\_\_\_\_

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 (656-8647) should I have any questions about my rights as a participant in this teaching activity.

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

Signature \_\_\_\_\_

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-XXX), should I have any questions about \_\_\_\_\_ (please print) rights as a participant in this teaching activity.

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

Signature \_\_\_\_\_

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:

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

Signature \_\_\_\_\_

Printed name \_\_\_\_\_

Date \_\_\_\_\_

Course Instructor \_\_\_\_\_

Date \_\_\_\_\_

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

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

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

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

Signature \_\_\_\_\_

Printed name \_\_\_\_\_

Date \_\_\_\_\_

Course Instructor \_\_\_\_\_

Date \_\_\_\_\_

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

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

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

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

Signature of Parent or Guardian \_\_\_\_\_

Printed name \_\_\_\_\_

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: 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 \_\_\_\_\_

Local 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)**

- Approve Waiver
- Deny Waiver
- Need More Information

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student APR Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_

DPT Program Director: \_\_\_\_\_ Date: \_\_\_\_\_