



# Department of Physical Therapy

## Doctor of Physical Therapy **Student Handbook** 2021-2022

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# University of North Texas Health Science Center (HSC)

## Department of Physical Therapy

This student resource manual provides basic information for students and is intended to be a general overview of the HSC DPT program philosophy, curriculum, and policies/procedures which apply to both the department and the university. Questions concerning specific issues should be addressed to the department administration or appropriate area.

### I. Program Information

#### A. Program Mission and Vision

**Program Mission:** Creating solutions for a healthier community by producing highly qualified entry-level Doctors of Physical Therapy, and leading in education, professional services, and scholarly activities.

**Vision:** To be a physical therapy program that is recognized nationally - in education, research and community involvement.

<https://www.unthsc.edu/school-of-health-professions/physical-therapy/about-our-program/>

#### B. Faculty

The physical therapy faculty is comprised of licensed professionals, diverse in educational background, clinical and teaching experiences, and clinical specializations. Physical therapy faculty develop, coordinate, and monitor student instruction and clinical experiences in the PT program, and serve as faculty advisors, course directors, liaisons, guest speakers, and faculty course support in the didactic and clinical phases of the curriculum.

<https://www.unthsc.edu/school-of-health-professions/physical-therapy/physical-therapy-faculty/>

### II. Program Curriculum

#### A. Curriculum Philosophy

The DPT curriculum is based upon the following educational principles:

- Learning is both autonomous and interdependent.
- Learning occurs through activities that concurrently address the cognitive, psychomotor, and affective domains.
- Learning is hierarchical in nature.
- Educational content and processes are of equal importance.
- Academic and clinical learning experiences are of equal importance and are integrated throughout the curriculum.
- Case-based learning activities are essential for developing skills in critical thinking and creative problem-solving.

- Students actively engage in the educational process and possess the skills of self-assessment.
- Motivation for learning is nurtured through challenging experiences and a supportive environment.

## **B. Curriculum Overview**

The DPT curriculum has been established along the philosophy and mission of the program. The curriculum was based on information about the contemporary practice of physical therapy, Standards of Practice, The Normative Model, Minimum Skills, Core Values, Vision 2020, American Physical Therapy Association (APTA) brand, Advisory Committee input, the experience and expertise of the faculty, and current literature. The curriculum plan has been modified over the years to maintain currency in the different disciplines of physical therapy.

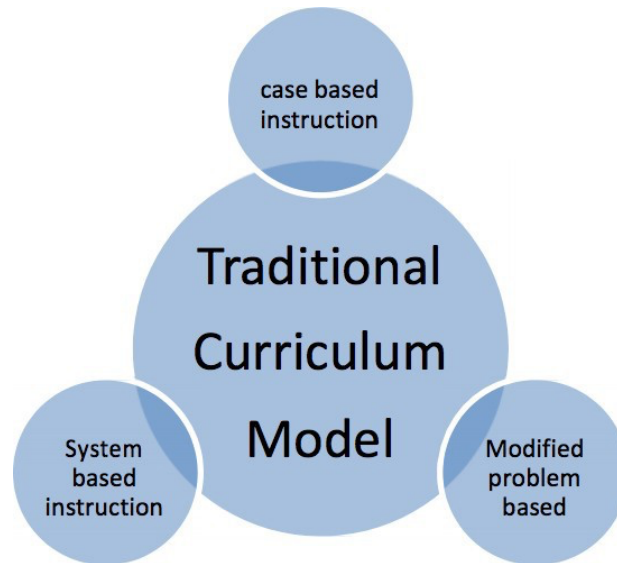
The curriculum model has been adapted to reflect societal needs, accreditation standards, the mission and goals of the Institution, the School of Health Profession, and the department of physical therapy and contemporary practice. The program-related goals, each with associated outcome statements reflect the program mission and are aligned with the institution and school missions.

The curriculum is further informed by the contemporary expertise of the faculty. The faculty maintain awareness of contemporary practice through (1) active involvements in the American Council of Academic Physical Therapy (ACAPT), Commission on Accreditation in Physical Therapy Education (CAPTE), American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE), and Federation of State Boards of Physical Therapy (FSBPT); (2) active involvements in the APTA and APTA Academies/Sections including education, pediatrics, geriatrics, neurology, orthopedic, aquatic, cardiopulmonary, home health, and research; (3) continuing education and professional development activities; (4) engagement in clinical activities; and (5) engagement in clinical research. The curriculum plan is connected and strengthened by common threads within the curriculum. The common threads include musculoskeletal, neuromuscular, cardiopulmonary, and other systems. Additional threads include critical inquiry and clinical decision-making, professionalism, education, communication, professional development, individual/cultural differences, interprofessional education/collaboration, differential diagnosis, and evidence-based practice. All threads are connected and feed into each other.

The DPT curriculum is a sequential curriculum in which students use knowledge from prior coursework to build further knowledge and expertise as they progress through the program. Courses are sequenced to build on the foundational and clinical sciences from basic to complex with the major foundational and clinical sciences presented before the first set of clinical experiences. Please see details of course description in the Catalog.

[http://catalog.unthsc.edu/preview\\_program.php?catoid=11&poid=801](http://catalog.unthsc.edu/preview_program.php?catoid=11&poid=801)

### C. Hybrid Curriculum Model



### III. Student Outcomes

The Doctor of Physical Therapy (DPT) program has selected several measures to determine if expectations for student achievement are being met. These include: (1) demonstration of American Physical Therapy Association (APTA) core values by graduates in clinical and community settings; (2) preparedness to practice as a physical therapist; (3) performance on the National Physical Therapy Examination (NPTE); (4) student clinical performance; and (5) student research skills.

#### Upon completion of the DPT Curriculum, students will:

- Demonstrate APTA core values in clinical and community settings as evidenced by consistent use of appropriate communication, interpersonal skills, and professional behaviors in all aspects of patient/client care, members of health care team, industry, and regulatory agencies
- Demonstrate safety and competency beyond entry-level in performing physical therapy screenings, examinations and evaluations
- Demonstrate competency beyond entry-level in development and implementation of plan of care and establishing an age-appropriate physical therapy plan of care that is safe and effective
- Demonstrate proficiency in all aspects of patient/client management including teaching, direction and supervision principles in the delivery of physical therapy services
- Be qualified entry-level physical therapists for practice in a variety of settings
- Demonstrate competency beyond entry level in overall student clinical performance
- Provide competent physical therapy services for prevention, health promotion, fitness and wellness to individuals, groups and communities
- Implement an assessment method that integrates individual, family, community, and Evidence-Based outcomes related to clinical setting, cultural competence, and other more complex societal and cultural factors
- Adhere to all legal, ethical, moral, and professional standards of practice

- Demonstrate skills in research by presenting their research at university and department activities, and/or at state, national, or international level conferences

#### **IV. Student Practice in Classrooms/Laboratories Outside of Class Time**

Faculty members realize that students need to practice outside of class hours. The Library provides practice space which may be helpful to students who wish to practice after MET building hours. Students may use the PT Program classroom/laboratories located in MET building during the week when classes are not taking place in these locations, after class hours, or during weekends with ID badge access after clearance from the Department Chair. Weekend access must be cleared at least 2 weeks prior through a written request addressed to the Assistant to the Chair and Chairperson. All PT lab equipment, supplies, and materials are for the exclusive use of current students as part of their physical therapy educational curriculum. Therefore, all school equipment and materials, including but not limited to anatomical models, stethoscopes, BP cuffs, goniometers, stopwatches, wheelchairs, and DVDs, are for educational purposes only and should be left available for all students as approved by faculty. Students who wish to borrow any item must gain approval from the faculty member teaching content related to the equipment. Students should not practice with any equipment not currently under study in coursework.

Faculty members believe that students are able to serve as a check and balance for one another regarding the use of equipment and the practice of specific techniques. A classmate is able to recognize precautions or contraindications that might impact the practice session. Therefore, students should practice only with another classmate who knows the assessments and interventions being reviewed. Students should never provide interventions or examinations to non-classmates, including family members, friends, spouse, or other persons, who are not familiar with the assessments or interventions as that person would not be able to indicate precautions or contraindications to the techniques. Students should not “treat” another student for an injury or impairment without supervision from a faculty member. Students could be directed to observe or practice techniques on typical/normal persons outside of class time with guidance from a faculty member.

Students must exit MET classroom/laboratory space at building closing times or if directed to do so by campus police. Students should be prepared to identify themselves as currently enrolled students if asked to do so by university personnel.

Students are expected to keep the classroom/laboratory spaces neat and organized. Students should leave the space ready for use by other persons and should follow any directions faculty members have provided regarding the placement of equipment and laboratory items.

#### **V. Student Advisement**

Faculty members are committed to providing advisement that enhances student learning and participation within the program, the institution, and the profession. Faculty members may be able to serve as intellectual guides and counselors for students for some academic, personal and professional aspects.

During students' orientation to the program, a faculty member is assigned as the faculty advisor, and students will typically have the same faculty advisor throughout the didactic portion of the curriculum. A conflict of personalities may occur since students are randomly assigned to faculty advisors during orientation and before the students and faculty are acquainted with each other. Students may petition for a change of advisors in instances where conflicts cannot be resolved. To petition for a change of an advisor, the student must ask the Chair in writing to assign a new faculty advisor. The Chair may re-assign advisors or to serve as the advisor for students with special circumstances or in academic difficulty. If the student indicates special needs/accommodations to maintain expected academic and behavioral standards (for example, tutoring or stress management), the student will be directed toward the appropriate Student Affairs resource.

Advisors may be able to counsel students on career development, academic performance and issues concerning professional behavior, and academic and clinical performance. Faculty advisors may refer students to other appropriate faculty members, to the Chair, or to resources within the Division of Student Affairs for specific counseling or mentoring. Students are required to meet with their Advisor *at least once* during each of the fall and spring semesters, and, if needed, in the summer. The faculty advisor and the student will work in a collaborative manner to monitor the student's academic progress, career development and the development of professional behaviors. All Advisors are core faculty members of the Department of Physical Therapy.

Faculty advisors are always available to the students as well for general advisement as needed or requested by the student or the Student Performance Committee (SPC).

## **VI. Student Code of Conduct**

### **A. Professional Behavior**

Professionalism is an essential part of healthcare practice, and the Department of Physical Therapy faculty members believe in their responsibility to assist in the development of professional attitudes and values in all students. Students enrolled in the DPT curriculum will be professionals called Doctors of Physical Therapy. Faculty members expect students to internalize the role of a professional and to exhibit professional behaviors in all situations and activities. Professionalism is comprised of many aspects, including adherence to ethical principles, being reliable in attending curricular and extracurricular events when requested, and collaborating effectively and appropriately with others (including peers, faculty members, staff, other university personnel, clinical faculty, clinical instructors, supervisors, patients, families, and other members of the healthcare delivery team). The student is expected to exhibit these behaviors at all times and environments, including but not limited to the campus, in the classroom, in clinics assigned for practicums or projects, online (social media) and whenever the student is representing the department or institution. You are entering a doctoring profession, and society expects that persons holding the title of doctor have an obligation to act professionally in all situations, when representing yourself, your profession, and your university.

Students are expected to demonstrate professional behavior, defined by the Department as the demonstration of the values, attitudes, and behaviors consistent with expectations of the public and the profession. For the profession of physical therapy, these values and behaviors are delineated in the American Physical Therapy Association's Code of Ethics, the guide for Professional Conduct, and the Core Values of Professionalism. Additionally, HSC has a set of institutional values by which

students are expected to adhere. Also, students are directed to read and refer to the HSC student policies at the following link for more specific information on student behaviors and expectations. All student related policies are now located at: <https://www.unthsc.edu/administrative/institutional-compliance-office/unt-health-science-center-policies/>

Faculty members also have adopted the Professional Behaviors document (*May W, Kontney L, Iglarsh Z. 2010. Professional Behaviors for the 21st Century*) as part of the Normative Model of Physical Therapist professional education by the American Physical Therapy Association to guide the professional conduct of students. Students will have the opportunity to review and discuss all of these resources during the DPHT 7209 Foundations of Physical Therapy course and the Clinical Practicum series.

### **Examples of professional behavior include:**

- Attending all classes and laboratory sessions
- Arriving punctually (faculty members recommend arriving 5 minutes before class, so you are ready for class to begin on time)
- Completing assignments prior to class:
  - Reading the assigned chapters, articles, etc.
  - Viewing any assigned video, recorded lecture, etc.
- Providing thoughtful insight to class discussions
- Being respectful of peers, faculty, and staff
- Actively participating in classes and laboratories
- Complying with policies and regulations in laboratory experiences in anatomy, simulation, etc.
- Silencing your mobile devices before class begins
- Avoiding disruption of class through inattention or through misuse of technology (such as computer, tablet, telephone, or iPad) during class
- Avoiding sidebar or small group conversations with other students
- Using appropriate language during class, clinic experiences, online and email and other electronic communications
- Paying attention, remaining present and engaged until being dismissed by the instructor
- Avoiding packing up items until the speaker is finished
- Wearing appropriate attire to class, laboratory, or clinic
- Leaving the class or laboratory clean and neat (including removing any discarded items)
- Using university facilities within the scope of established rules
- Recognizing that professionals give to others in the profession and society, for example, practicing with classmates to enhance their learning even when you already know the material
- Following the expectations of campus security and safety personnel
- Arriving punctually and prepared for clinical assignments and exhibiting all of the above examples and other appropriate behaviors in the clinical environment

### **Extracurricular Expectations for Professional Students**

Students in a professional program also are expected to participate in extracurricular activities that faculty members have determined contribute to the overall professional education experience.



Examples of extracurricular activities for which attendance and participation are mandatory in order to be in compliance with good professional behavior include, but are not limited to, the following:

- Attendance at all meetings called by the Chair, the Directors of Academic Education (DAE) and Clinical Education (DCE) or their designee
- Falls risk or other special screening or patient/client events arranged by faculty members
- North Texas District or Texas Physical Therapy Association activities if announced as an expectation
- Activities with physical therapy or physical therapist assistant students from other programs and with students from other disciplines at HSC
- Activities with clinicians or healthcare professionals
- Attendance at all meetings called by the Dean, Provost, or President of HSC
- Grand rounds or special speaker events offered by the institution if directed to such events by the Chair
- Social media activities related to the class/profession
- Attending research seminars organized by the Department

Please note that if any extracurricular activities present a financial hardship for the student, the student may petition the faculty member or Department Chair for an alternative activity.

### **Consequences of Inappropriate Professional Behavior During the Professional Curriculum**

Faculty members believe that current student behaviors are predictive of future behaviors in the clinical environment. Faculty members accept their role as gatekeepers for the profession, and individual faculty members or the Student Performance Committee members have the right and the responsibility to enforce professional behaviors in students. *Faculty members have a professional responsibility to document unprofessional conduct even such conduct that occurs outside of class time and which is not specifically associated with a specific course.* Inappropriate conduct is discussed as warranted at faculty member meetings, and consequences may be determined at that time or the student may be referred to the Student Performance Committee. The consequences for inappropriate professional behavior vary dependent upon the specific misbehavior and range from:

- meetings with the faculty member or advisor for discussion about a behavior
- warnings and/or review by the Student Performance Committee
- referral to Student Affairs
- remediation
- involuntary dismissal from the program by the Chair and/or other authorized committee upon recommendation of the faculty

### **Examples of disciplinary actions that may be taken for inappropriate professional behavior:**

- Students may be contacted informally or formally by the individual (usually a faculty member) who identifies the issue.
- Students may be referred to their advisor who could recommend some action or referral to the Chair or Student Performance Committee.
- Students may be referred to the Student Performance Committee by any faculty member. That committee may warn the student, refer the student to other offices, or discipline the student, including recommending to the Chair that the student be dismissed from the program.

- Students may be referred to the Office of Student Affairs, the Center for Academic Performance, or the Care Team who could recommend disciplinary actions. Students also may refer themselves to these student services if they are experiencing difficulties that might result in inappropriate behaviors before unprofessional conduct occurs.
- Faculty members may include disciplinary actions in their syllabus, including reduction in the course grade for inappropriate behaviors such as tardiness, absences, talking with peers inappropriately or disrupting class, inappropriate communication with classmates, the instructors, or guests. Faculty members have the right to refuse entrance into the classroom until the next break if a student arrives late for class. Students who have unavoidable absences or tardiness should contact the faculty member as soon as possible to discuss possible make-up of class or laboratory material and should refer to the course syllabus for specific expectations for each course.
- Faculty believe that current student behaviors are associated with future behavior and research supports this belief. Clinical and academic faculty have responsibility for ensuring appropriate behavior during clinical experiences. The Director of Clinical Education may determine the ranking for selection of clinical sites based upon professional behaviors and may reward a student for exceptional behavior with higher placement on that list or discipline a student for chronic or severe inappropriate behaviors by placing the student low on the selection list. The Student Performance Committee also may recommend a ranking status be lowered based upon findings of inappropriate behavior.

## **B. Attendance**

### ***COVID-19 Statement***

*The safety of our students, staff and faculty is a top concern for the Department and HSC and adhere to safety precautions and protocols, following guidelines from the Centers for Disease Control (CDC). For details and updates, please see the HSC COVID Updates: <https://www.unthsc.edu/coronavirus/>*

*Effective Monday, May 17, fully vaccinated individuals no longer need to wear a mask or social distance indoors while on-campus at HSC, unless otherwise deemed required for patient related events or contact. While we are following the CDC's guidance and easing mask-wearing recommendations, it is important to note individuals (students, faculty and staff) cannot and should not inquire about one's vaccination status. Furthermore, individuals can continue to wear a mask and social distance at their discretion.*

*All classes have transitioned back to onsite campus meetings, with a few a virtual class meetings. Students are expected to attend all classes. The expected class attendance does not apply to students with symptoms of an infection. If a student is symptomatic must notify the course director and Department Chair of their absence. The student is responsible for making up the missed class content and work with the course director to meet course requirements.*

*If a student suspects that he/she has been directly exposed to a coronavirus positive individual, an individual suspected of having the coronavirus, or is themselves infected with the coronavirus the student must report this to the Chair per the HSC COVID-19 Reporting Guidelines (<https://www.unthsc.edu/coronavirus/covid-19-reporting-guidelines/>)*

*For guidance and additional details on how to promote a safe and healthy return for employees and students, and how to handle situations that may arise, refer to the HSC Campus Reopening Plan FAQs: <https://www.unthsc.edu/coronavirus/hsc-campus-reopening-plan/frequently-asked-questions/>*

*Given that the pandemic situation continues to evolve, this statement is subject to change by the Department of Physical Therapy.*

### Definitions

1. Attendance: Students are expected to arrive on time and be present for didactic and clinical activities, including return from breaks.
2. Excused absence: means an absence from scheduled academic activities or classes (as defined above) which has been approved at the discretion of the program director for a major life event (planned) or medical reasons such as illness (may be emergency, emergent, or unavoidable medical services).
  - a. Major life event absence includes for example funerals, significant religious events (refer to the Student Affairs Policy Manual (Chapter 7 of HSC Policies and Procedures) available at <https://unthsc.policytech.com/dotNet/documents/?docid=643&public=true>), or other major events as approved by the program director.
  - b. Medical event absence is due to *illness* (more than 2 days) and/or medical appointments and diagnostic testing for urgent conditions. Absence of this type must be supported the appropriate medical health professional's note. Absences for routine medical appointments are not covered under this definition.
3. Unexcused absence: full or partial absence from a scheduled academic activity or class without approval from appropriate program official.

### Course Attendance

**Class attendance is expected of all students.** Failure to attend classes (including lectures, labs, clerkships, clinical rotations, and other academic activities) may result in disciplinary proceedings.

The program weekly schedule purposefully includes time off to allow students time to attend to personal matters. The expectation is for students to make use of this time whenever possible. When this is not feasible, procedures for absence notification is described below. Students are responsible for reviewing each course syllabus for additional attendance requirements and specifics related to examinations, practical exams and assignment requirements.

### Procedures for Notification

Timing of notification: students are expected to notify course instructor and course director **prior** to all absences with the exception of absences related to emergencies where notification should be provided as soon as possible.

Planned absences (related to major life or medical events as defined above) are expected to be a rare occurrence. When a student anticipates that absences from the program will involve multiple class sessions for a single course or multiple courses, the Chair of the program must be notified in writing. As soon as the potential conflict becomes known, submit a request in writing to the Chair and DAE, and identify all course directors for courses that will be missed, with sufficient detail

regarding the dates, purpose, and assignments/exams that may be missed.

For *absences during clinical rotations*, contact the DCE and all impacted supervisors/clinical instructors with sufficient detail regarding the dates, purpose, and assignments/exams that may be missed.

Students that require extended absence from the program are subject to the School of Health Professions (SHP) Leave of Absence Policy 015.415.

<https://unthsc.policytech.com/dotNet/documents/?docid=233&public=true>

### Responsibility for Course Content

Students who are absent from a class are responsible for acquiring the information missed due to absence. The student will be held responsible for all content, materials, notes and course information presented in the course. The Department is **not** obligated to provide make-up sessions, exams, quizzes, or lab practicals to students who have been absent, even if the absence is considered excused as per HSC Policy.

### Make up Examinations

In the case of an exam day absence, the course director must be **notified as soon as feasibly possible and prior to the examination**. The student must provide written documentation of the absence. If approved for a make-up examination, the student should reschedule the exam at the earliest possible time with guidance from the course director.

Unexcused absences are considered to be unprofessional behavior and grade penalties may be imposed and may prompt appearance at the Student Performance Committee (SPC).

## **C. Dress Code**

As members of a doctoral profession, Doctors of Physical Therapy interact with patients and other professionals across varied healthcare settings. As professionals, PTs should present themselves in a manner that projects competence, allows function and ensures the safety of patients, students and others involved in patient-related activities related to the educational program, both on campus and externally. This dress code strives to be sensitive to the needs of the students, the location of the program, the clinical sites receive that our students, and also takes into account the importance of presenting a professional image in various settings.

This dress code describes the minimal expectations for student appearance. Faculty members and/or clinical sites may require different or additional dress code/appearance standards than those described. Additional dress code requirements will be addressed in individual course syllabi and be enforced by the faculty member at his/her discretion. In that case, the student will adhere to the dress code requirements for each course. DPT students may be sent home to change if any of the above parties determines that clothing or appearance is inappropriate, given the above guidelines. Requests for exceptions to this policy shall be submitted in advance by the student to the Department Chair for approval.

Failure to comply with specific dress code requirements for a course may result in loss of course points and potentially a lower course grade. Repeated violations of the dress code may result in being called before the Student Progress Committee to determine whether disciplinary action is needed. Students

will refer to individual course syllabi for specific faculty requirements.

### General Classroom Attire

The HSC PT Program is located on a multi-disciplinary academic medical campus. It is not unusual to encounter patients or other professionals in hallways and open areas. Therefore, care should be taken to dress in an appropriate manner for contact with the public when outside of the PT labs. Students should observe good personal hygiene. No fad piercings or facial piercings except for religious reasons

**Traditional Business attire** represents the most formal of dress categories and traditionally includes the following:

- Suit or pants/slacks or dress/skirt with a blazer
- Button-down shirt with tie; blouse with pants or skirt
- Dress shoes with closed toe

**Business Casual attire** is less formal than traditional business attire, yet still reflects a clothing appropriate workplace environment. Clothing should be sized appropriately; tight clothing is inappropriate. Business Casual traditionally includes the following:

- Polo/collared shirts
- Khaki pants or casual slacks; cropped or ankle length
- Blouse or collared shirt
- Closed toe shoes worn with socks or stockings; low heels

**Medical/surgical scrubs** are allowed as an acceptable alternative to Business Casual

- Solid color top and bottom
- Relaxed fit to allow freedom of movement while maintaining modesty; pants should be properly fitted in length
- If a V-neck scrub shirt is worn, a t-shirt must be worn underneath to prevent inappropriate skin showing when student is active
- Scrubs worn in the anatomy lab may *not* be worn in general classrooms

*Overall, attire for general classroom attendance is surgical scrubs or Business Casual, with a few allowable variations.*

**Allowable variations** on Business Casual for General Classroom attendance include:

- Denim
- Moderate length shorts or skirts, capri pants
- Sleeved or conservative sleeveless tops, and
- T-shirts without profane or obscene images and words

When any guest speaker/non-HSC individual (i.e., guest speaker, patient) is present, all students shall wear Business Casual or at faculty discretion, approved scrubs.

When students are presenting, presenters shall wear Business Casual, or at faculty discretion, approved scrubs.

### Clinical Lab Attire

During clinical labs (excluding Gross Anatomy) on campus, students should dress in clothing that allows ready visualization and palpation of structures and exercise, while balancing the need for student modesty. Areas of the body need to be observed even if they are outside the primary focus of

the lab. Therefore, all students must come to every lab prepared to appropriately expose relevant areas, while continuing to maintain a sense of modesty at all times.

It is appropriate at the student's discretion to wear covering clothing such as t-shirts, sweatshirts or sweatpants that can be easily removed as needed during the lab session. Class instructors may at times e-mail the class to let them know a particular lab will not require lab attire on a given day. At all other times, lab clothes are mandatory unless cleared by the instructor. DPT students may not leave the program instructional areas (e.g., classrooms, locker rooms, and connecting hallways) in lab attire – appropriate shoes and clothing must be worn when students go to other areas of the building or the campus. Description of appropriate Clinical Lab Attire includes the following:

1. Women

- o Sports bra with thin shoulder straps, narrow torso band, that does not obscure the scapulae. Acceptable forms include thin racer back or halter type sports bra
- o Shorts: minimum 3” or 5” inseam length that can be rolled up
- o Solid fabric yoga or exercise pants are acceptable
- o No denim pants or shorts

2. Men

- o Shirts and shorts
- o No ‘low rider’ shorts and/or visible underwear
- o Shorts: minimum 7” or 9” inseam length that can be rolled up
- o No denim pants or shorts

3. Footwear appropriate for class content (no flip flops)

Clinical Education Settings

Students are expected to dress in an appropriate manner, convey a professional appearance or image, and are expected to comply with the Business Casual guidelines outlined above, with the following clarifications:

- To allow freedom of movement in patient care, slacks are expected for both genders. Students may request to wear skirts/dresses for religious practices as long as the skirt allows ease of movement, and modesty to allow full patient care.
- Shoes: shoes must be closed toe and heel with quiet soles, providing stability and safety in patient care. No Crocs allowed.

If a clinic allows or requires a lab coat or scrubs, the student will comply with the clinic's requirements. If a clinic has an occasional day such as “Casual Friday,” the student may follow the clinic dress code for that day.

Professional Meetings

When attending professional meetings at the local, state, national or international level, HSC DPT students represent the Physical Therapy program, the University, as well as the profession. During educational or general sessions, component meetings students should project a professional image. Business casual or traditional business attire is appropriate.

**D. Student Identification**

Student ID Badges: HSC will issue each student an ID badge with an embedded microchip that allows access to certain doors as well as parking garages. The PT program also uses ID badges for proctored exams. Students are required to wear ID badges daily attached to their collar or around their neck on a lanyard. Replacement ID badges are available for a fee payable to Campus Police.

**Contact Information/Name Changes:** Changes to personal information including contact information and name changes are processed by the Office of the Registrar and distributed to the appropriate academic and administrative units of the HSC. For more information about how to change personal information, visit <https://www.unthsc.edu/students/registrar/>. It is the student's responsibility to obtain a new ID badge if there is a name change.

## **VII. Community Service**

### **Clinical Activities Requiring Supervision by a Licensed Physical Therapist**

DPT students may perform clinical tasks under the supervision of a physical therapist licensed in the jurisdiction in which an activity occurs for charitable, humanitarian, or community service organizations. These activities may be directly supervised by a member of the HSC PT faculty. If the student acts as an agent of HSC (e.g., wearing an HSC t-shirt, discussing student role/affiliation), prior approval from the Department Chair is required.

### **Activities Not Requiring Supervision by a Licensed Physical Therapist**

DPT students may perform "service work" or menial tasks that may or may not take place in clinical settings (e.g., transporting patients, answering telephones, filing reports) without supervision by a licensed physical therapist, provided that:

1. they are not paid for performing these services,
2. the activities do not conflict with the student's overall learning experience, and
3. they are not practicing physical therapy skills.

### **Procedures and Responsibilities**

Students who participate in volunteer activities outside the scope of activities pre-approved or assigned by the program are not required to obtain prior approval. However, in activities where the student is acting as an agent of HSC, the student is expected to ensure appropriate supervision by a physical therapist as specified above. In activities where the student is acting as an agent of HSC, prior approval from the Chair is required.

## **VIII. Use of Technology**

### **Electronic Communication Policy**

**What qualifies as "electronic communication"?**

- Email, Canvas discussions/messages, video conferencing (e.g., Zoom, Skype), text messages, instant/direct messaging, social media (e.g., Facebook, Twitter, LinkedIn, Blogs, YouTube, and other social networking media).

**General:**

- Electronic communication may be subject to HSC policy 04.301 Acceptable Electronic Communications Use. In situations when this policy is not applicable (e.g., electronic communication between students on non-HSC-managed platforms), departmental policies still apply.
- Electronic communications are not confidential; they are subject to review by federal, state, and university officials (including but not limited to applicable program faculty, staff, and clinical instructors).
- Electronic communication should be professional in structure and content and adhere to HSC policies 3.108 Social Media and Professionalism, 07.126 Student Code of Conduct and



Discipline, and the APTA Code of Ethics <https://www.apta.org/apta-and-you/leadership-and-governance/policies/code-of-ethics-for-the-physical-therapist>

- All electronic communication containing HIPAA- or FERPA-protected information must adhere to UNTHSC policies 14.250 and 07.113, respectively.
- Text messaging/direct messaging/social media communication may be used as a supplementary form of communication for specific faculty/staff/clinical instructors, but email remains the official method of communication for the program.
- All social media communication must adhere to the UNTHSC policies 3.108 and 10.105: Social Media and Professionalism.
- Students must not identify themselves as affiliated with HSC when fundraising unless prior approval is obtained by the Chair of the department.

### **Receiving/Responding to Emails:**

- Students are expected to use their HSC email (and/or Canvas messaging at course instructors' discretion) for all official program communications; personal emails (e.g., Gmail accounts) are not appropriate.
- Students are expected to check their HSC email *at least once per business day for the entire duration of the program, including during clinical rotations and breaks, with the exception of official university holidays/closures*. This is critical in order for our university to maintain compliance and alert students to important information that may be time sensitive.
- If the issue necessitates discretion, arrange a time to meet with the faculty in person.
- Utilize one email thread per topic to allow for clarity and tracking. Include a descriptive topic heading in the subject line (e.g., SmithSam Anatomy Absence 062319).
- Limit the use of "Reply All"
- Students must respond to emails marked "High Importance", "Urgent", or similar from any faculty member, staff member, clinical instructor, or other HSC affiliate within 24 hours, or sooner if otherwise indicated by the email.
- Students are expected to respond to emails from any faculty member, staff member, clinical instructor, or other HSC affiliate within 48 hours except during official university holidays/closures, or by the deadline indicated by the email if applicable.

### **Laptops**

All incoming DPT students receive a university-issued technology package during the HSC Student Orientation, which includes a laptop. The technology package is included in student fees and is owned by the student thereafter. PT students will use their university-issued laptops or technology daily to access course and program information and to send/receive program communications. It is the responsibility of the DPT student to ensure their computer equipment is always in good working order in both the didactic and clinical phases of the curriculum.

### **Canvas**

Canvas is a learning management system free to all HSC students. Each course will have its own Canvas course that contains the course syllabus, lecture information, handouts, grading rubrics, and assignment dates. The PT program requires that all students become familiar with the Canvas technical requirements, features, and other information needed to have a successful online learning experience. For more information about Canvas, go to <https://www.unthsc.edu/academic-affairs/center-for-online-education/canvas/>.



## IT Helpdesk

The HSC Helpdesk has desktop and peripheral support and routes service requests to ITS departments as appropriate. The Helpdesk is available to students at 817-735-2192 or [helpdesk@unthsc.edu](mailto:helpdesk@unthsc.edu).

## Online Learning

It is important for you as a PT student to remember that the online learning platform is in fact a classroom. The expected behaviors in an online learning environment are similar to those expected in a face-to-face classroom. Remember your inability to clearly and properly communicate and model professional behavior in an online classroom has similar repercussions as failing to maintain decorum in a face-to-face classroom. Please practice the core rules of netiquette as outlined below.

### *“The Nine Golden Netiquette Bees”*

<b>Be prepared</b>	<ul style="list-style-type: none"><li>■ Pre-download and set up/test accounts for any necessary software or materials.</li><li>■ Pre-test devices (i.e., earbuds, microphones, and videos)</li><li>■ Exit non-essential programs prior to starting the session.</li><li>■ Check your internet access/network connection.</li></ul>
<b>Be aware of your environment</b>	<ul style="list-style-type: none"><li>■ Check your noise generators<ul style="list-style-type: none"><li>○ Clear the room of playful pets, noisy children, etc.</li><li>○ Choose locations with minimal background noise</li><li>○ Start the session with Zoom’s “Mute” engaged and use it whenever you are not actively speaking.</li><li>○ Avoid dialing into the meeting with two devices sitting next to each other (causes feedback).</li></ul></li><li>■ Check for physical distractors<ul style="list-style-type: none"><li>○ Close doors or windows that people, pets, or objects might unexpectedly come through.</li><li>○ Make sure the video field of view is clear of unprofessional or personal items.</li><li>○ If you must move around during the meeting, turn off your video until you are stationary.</li></ul></li></ul>
<b>Be professional</b>	<ul style="list-style-type: none"><li>■ Arrive at least 5 minutes early.</li><li>■ Dress in scrubs or business casual attire.</li><li>■ Always address the professor and peers in a respectful manner</li><li>■ Be careful with jokes or sarcasm. These do not always come across in the online format.</li><li>■ If you wouldn’t say it face-to-face, it’s probably best not to say it online.</li></ul>
<b>Be respectful of the chat box</b>	<ul style="list-style-type: none"><li>■ Keep questions brief and relevant to the discussion.</li><li>■ Use the chat box as a learning tool to interact with instructors and peers</li><li>■ Avoid using all uppercase letters in chat messages. This is often considered the equivalent of shouting.</li><li>■ Think before you type. What is shared in an online classroom is part of a permanent digital record.</li><li>■ When you need to, add to the conversation rather than commenting just to be heard.</li></ul>
<b>Be courteous</b>	<ul style="list-style-type: none"><li>■ Use your real name when logging in to meetings or class sessions.</li><li>■ Wait to be recognized when responding to a question or comment.</li><li>■ Respect privacy.</li><li>■ Respect diversity and opinions that differ from yours.</li></ul>
<b>Be scholarly</b>	<ul style="list-style-type: none"><li>■ Communicate tactfully and base disagreements on scholarly ideas or research evidence.</li><li>■ Credit ideas of others.</li><li>■ Be explanatory, i.e., justify your opinions using evidence-based material</li></ul>

<b>Be encouraging</b>	<ul style="list-style-type: none"> <li>■ Your role is not only to learn, but to help others learn.</li> <li>■ Share tips and knowledge with other students.</li> </ul>
<b>Be forgiving</b>	<ul style="list-style-type: none"> <li>■ We are all new to the online classroom. Mistakes will happen.</li> <li>■ Without seeing facial expressions, it is challenging to know if everyone is on the same page.</li> <li>■ Give people the benefit of the doubt.</li> <li>■ Think twice before reacting; especially if you feel strongly about a mistake or comment.</li> <li>■ Be open to being wrong and willing to apologize when needed.</li> </ul>
<b>Be focused</b>	<ul style="list-style-type: none"> <li>■ Turn off cell phones not being used to dial in.</li> <li>■ Focus on the classroom conversation and activities.</li> <li>■ In case of technology failure, make sure to take thorough notes during the session.</li> <li>■ Ask relevant questions to clarify material. Check the chat box to see if your question has been asked / answered already.</li> </ul>

\*Document adapted from UNT HSC PA studies program

## IX. Common Syllabus Statements

### Practical Retake Statement

Students need to achieve **at least 80%** to successfully pass each practical skills exam. If a student does not achieve 80%, the course director will make arrangements to remediate the student, which may include attendance during optional practice labs. The student will be allowed to retake each **practical skills exam once**. The highest grade that the student can receive for a retake of a practical skills exam is **80%**. If students are unsuccessful on the practical retake, students will be required to go before the Student Performance Committee. **To pass the course, students must pass all practical exams with an 80% within 2 attempts.**

### Practice Lab Statement

Optional labs are available for your practice of clinical skills. Times have been scheduled to coincide with practical and written exams; however, instructors may schedule additional times as class content dictates. Although these labs are optional, the course instructor **may require** student attendance for remediation. Attendance will be taken at these labs.

### Zero Tolerance for Sexual Violence and Harassment

All students should be able to study in an atmosphere free of harassment, sexual violence and gender discrimination. Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources on the HSC Title IX website: <https://www.unthsc.edu/title-ix/reporting-sexual-misconduct/reporting/>

### Americans with Disabilities Act

The University of North Texas Health Science Center does not discriminate on the basis of an individual's disability and complies with Section 504 and Public Law 101-336 (American with Disabilities Act) in its admissions, accessibility, treatment and employment of individuals in its programs and activities.

The University of North Texas Health Science Center provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements. For assistance contact the Assistant Director, Disability Accommodations within the Center for Academic Performance at the Health Science Center: Brandie Wiley, 817-735-2134, [Brandie.Wiley@unthsc.edu](mailto:Brandie.Wiley@unthsc.edu). Reference Policy 7.104 American with Disabilities Act Protocol in the Student Policies. Available at: <https://unthsc.policytech.com/dotNet/documents/?docid=643&public=true>

## **X. Course Evaluations**

### Summative Evaluations

Students evaluate each course and each instructor at the end of every block or at the end of the semester using a web-based on-line evaluation system. The Student Affairs-Testing and Evaluation Services administers the campus-wide evaluation system, and student confidentiality is strictly maintained. Student names are kept confidential and are not shared with the Department Chair or Course Coordinator. The information obtained from this feedback is used by the Course Coordinator and Department Chair to guide changes in a particular course and teaching methodology. Evaluations results are also used to guide curricular decision and faculty evaluations. Any technical difficulties related to the course/instructor evaluations are to be directed to Testing and Evaluation Services. Students are encouraged to complete end of course evaluations.

### Formative Evaluations

To assist the faculty member in evaluating course effectiveness and making revisions (if needed), individual faculty members may informally ask students for feedback at any time while a course is in progress.

## **XI. Leave of Absence**

A student seeking a leave of absence must first meet with the program chair. A student in good academic standing may request a leave of absence due to a medical or serious personal problem. Requests for leave of absence must be submitted in writing. Leave cannot be granted for reasons of poor academic standing. Requests for leave of absence submitted by a student on academic probation shall be considered on a case-by-case basis. A request for leave of absence due to medical reasons must be accompanied by documentation from a physician or licensed professional describing the nature of the disability and the estimated length of time for recovery. A request for leave of absence due to personal reasons may also require substantiating documentation. Refer to 015.415 SHP-Leave of Absence policy at the PolicyTech website: <https://unthsc.policytech.com/dotNet/documents/?docid=233&public=true>

## **XII. Physical Therapy Student Association and Class Officers**

Registered Student Organizations (RSOs): There are many organizations on the HSC campus that represent a variety of interests within the health professions community. Each year, during Welcome Week, members of student governments and student organizations share information about their organization, programs and membership requirements at the Registered Student Organization Fair. A listing and additional information of student organizations can be found at <https://www.unthsc.edu/students/student-development/registered-student-organizations/>.

*Physical Therapy Student Association (PTSA)* is a student-related organization on campus that provides representation of the Physical Therapy Program to students and fellow organizations at HSC. PTSA seek outs and promotes active communication and collaboration with the HSC faculty, staff, and administration. PTSA promotes continuing education via conventions and extra-curricular physical therapy ventures; a consolidated effort to give back to the community through volunteerism is promoted. PTSA officer elections are held each spring semester.

*Physical Therapy Class Officers:* Students may run for class officer positions during the first year, with positions being held throughout the student's cohort. Class officer positions include president, vice president, secretary, treasurer, curriculum liaison, social chair, Texas Physical Therapy Association (TPTA) representative, IPE representatives, and honor code representative. Students on academic probation are **not** eligible to hold office in sanctioned student groups and are expected to resign from any elected or appointed positions held.

### **XIII. Student Resources**

#### **DPT Lockers**

During the didactic phase of the curriculum, the DPT program assigns each student a locker near the classrooms. Once promoted to the clinical phase of the curriculum, that locker must be cleared out. For on-campus days during the clinical phase. These lockers must be emptied before students leave for clinical rotations in the third year.

#### **DPT Kitchen Area**

HSC has provided a kitchen area on the 5th floor near the classrooms. Although this is a general use kitchen, it is primarily used by DPT Students. Students are required to ensure that the area stays clean and the refrigerators stay tidy. Any small appliances, not furnished by HSC, need to be approved by the DPT administration prior to placing in the kitchen. No appliances with open heating elements are allowed.

#### **Emergency Preparedness**

Incidents of crime and other serious emergencies which occur on campus requiring immediate assistance should be reported to the HSC Campus Police 817-735-2600 when on campus. Off-campus emergencies should be reported and called in to 911. Reports can be made on a confidential basis.

#### **HSC Student Health Services and Health Insurance**

All students are required to have annual health insurance in order to be in compliance with HSC Policy. The student is responsible for (1) the choice of the specific insurance policy; (2) payment of all healthcare costs, including the premium, as determined by the specific health insurance plan chosen; and (3) following the rules, regulations, and guidelines of their chosen plan (UNTHSC Policy 07.107). The HSC Student Health Clinic is available to all students located at 855 Montgomery St.: <https://www.unthsc.edu/students/student-health/>. Faculty members do not have access to student medical records and cannot give medical advice to students or act as their healthcare provider.

Immunizations and Health Screening Requirements: HSC requires all students to comply with immunization and health screening requirements in order to protect the campus community, including patients with whom students have direct contact, from illness and disease. Immunizations are submitted to tracked by Mediat™ (More information through clinical education). See Policy 07.108 at <https://unthsc.policytech.com/dotNet/documents/?docid=278&public=true>

#### **HSC Student Affairs**

Student Affairs oversees issues that are relevant to all students from pre-enrollment through graduation. Student Affairs provides co-curricular and extra-curricular services, programs, and activities to facilitate students' academic training, personal growth, and professional development. Student Affairs is comprised of the following departments: the Office of Student Affairs, Center for Academic Performance (CAP), Registrar's Office, Financial Aid Office, Student Development Office, International Services Office, Office of Career Services, Disability Accommodations, Wellness Office, the Founders' Activity Center, and the Testing and Evaluation Services Office. Information is available at <https://www.unthsc.edu/students/student-affairs/>.

**Center for Academic Performance (CAP)**

The Center for Academic Performance offers services designed to enhance all levels of academic performance through academic consultations, learning assessments, and self-management. Consultation with CAP can be self-referred. CAP offers the following to all HSC students: academic counseling, learning and study strategy assessment, writing support, tutoring, and workshops. CAP Contact Information: Phone 817-735-2531. [CAP@unthsc.edu](mailto:CAP@unthsc.edu)

**Founder's Activity Center**

The FAC is an on-campus fitness center that houses a variety of equipment and offers a wide range of group fitness classes. A multi-purpose outdoor court is available for basketball, tennis, or volleyball. An active ID badge is required for access at all times and patrons must be at least 16 years of age to utilize FAC amenities (including use of outdoor court). For more information, go to <https://www.unthsc.edu/care-and-civility/fitness-center/>

**Office of Care and Civility**

HSC is committed to students' well-being, not only academically, but emotionally and physically. The Office of Care and Civility provide services across campus that respond to our students' unique health and wellness needs. Student resources and information on student conduct and civility, including the process of reporting a student of concern is found at <https://www.unthsc.edu/care-and-civility/resources/for-students/>

**Student Support Program (SSP)**

The University of North Texas Health Science Center offers free confidential counseling sessions to students with My SSP through Morneau Shepell. The 24/7 SSP provides support for: Cultural Adaptation Mental Health Student Life Relationships Anxiety Helplessness Loneliness Stress. Contact 1-866-743-7732 or [us.myissp.com](http://us.myissp.com)

**Care Team**

The mission of the Care Team is to: contribute to healthier communities by assisting in protecting the health, safety, and welfare of the students and members of the HSC community; foster student success; provide a comprehensive response to students whose behavior is disruptive to themselves or the educational environment, or may be in violation of the Student Code of Conduct & Discipline. The Care Team often collaborates with other offices within the campus community. Phone: 817-735-2740. [CareTeam@unthsc.edu](mailto:CareTeam@unthsc.edu)

**Gibson D. Lewis Health Science Library**

An active ID badge is required for entry into the library. All information and services related to the Lewis Library can be found at <https://library.hsc.unt.edu>

**Printing, Scanning, and Copying**

The DPT program does not provide printing, scanning, or copying services for students. Go to <http://library.hsc.unt.edu/content/printing-copying-and-scanning> to find a current listing of all locations and equipment students may use on campus, including information on Pharos, the print management system used at HSC. Students may contact the Library Service Desk at 817-735-2465 or through <https://library.unthsc.edu/services/ask-us>

### **Student Veterans Information**

Veteran and military-specific resources and opportunities are available at HSC. Information on resources is provided prior to new student orientation or at <https://www.unthsc.edu/students/registrar/veterans-benefits/>

### **Transportation**

HSC offers discounts to its employees and students for bus and train fares, as well as on the Bike Share program, to its employees and students. Further information can be found at <https://www.unthsc.edu/operations/sustainability/transportation/>.

### **Recycling**

HSC offers co-mingled recycling services for our campus community. Co-mingle means that all recyclable items can be collected in one container rather than having to sort each item by type. Receptacles for trash and recycling are located throughout campus. Other recyclables include ink cartridges and toners, cell phones, and batteries (in special receptacles located in the MET building and the library). These items can also be sent through inter-office mail to facilities management. More on these initiatives can be found at <https://www.unthsc.edu/operations/sustainability/waste/>.

### **Lost and Found**

HSC has central lost and found locations in the HSC Police Department and the Lewis Library. If any lost items are found in the department, those can be brought to the PT administration.

## **XIV. Policies and Procedures**

Students are responsible for reading and adhering to all policies both of the institution generally and of the School of Health Professions and Department of Physical Therapy. Current HSC policies can be accessed at <https://app.unthsc.edu/policies/> through **PolicyTech**.

## **XV. Appendix**



**DEPARTMENT OF PHYSICAL THERAPY**

**DPT STUDENT ACKNOWLEDGEMENT FORM**

By signing below, I certify that I have received and read the Department of Physical Therapy Student Handbook for the DPT Program and understand the information provided in the program, particularly the Policies and Procedures to be followed.

I understand that if I have any questions about the contents of the Student Handbook, it is my responsibility to ask questions for clarification.

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**PRINTED STUDENT NAME**

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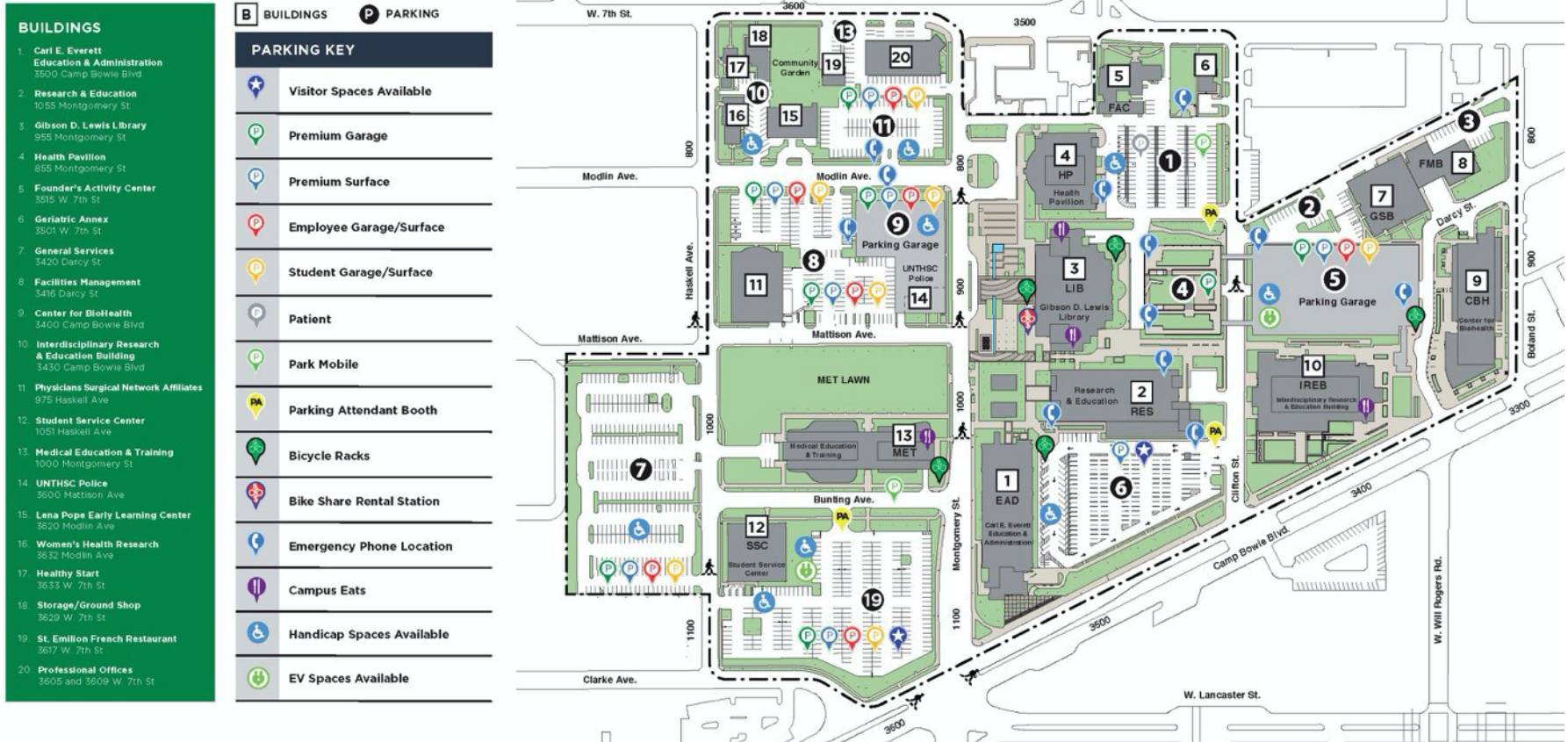
**STUDENT SIGNATURE**

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**DATE**



## Campus Map



<https://www.unthsc.edu/campusmap/>.