Doctor of Physical Therapy Program

Student Resource Manual

2017-2018
Department of Physical Therapy Resources

The on-line student resource manual provides basic information for students and is intended to be a general overview of the 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 Philosophy
http://www.hsc.unt.edu/departments/PhysicalTherapy/

B. Faculty
http://www.hsc.unt.edu/departments/PhysicalTherapy/faculty.cfm

II. 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. Hybrid Curriculum Model

C. 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, 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 ACAPT, CAPTE, ABPTRFE, and FSBPT; (2) active involvements in the APTA, and APTA Sections; (3) participation in the APTA and Sections of the APTA including education, pediatrics, geriatrics, neurology, orthopedic, aquatic, cardiopulmonary, and research; (4) continuing education and professional development activities; (5) engagement in clinical activities; and (6) 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 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.untsc.edu/preview_program.php?catoid=4&poid=227
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 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 if the building is open. 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 personal and professional aspects. Advisors may be able to counsel students concerning professional behavior, academic difficulties, academic and clinical performance, and personal problems or faculty advisors may refer students to another faculty member, to the Chair, or to resources within the Division of Student Affairs for specific counseling or mentoring.

During orientation to the program, a faculty member is assigned as the 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, verbally or in writing to assign a new faculty advisor. The Chair reserves the right to 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.

VI. Student Behavior

What is 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. Student enrolled in the DPT curriculum are becoming 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, including but not limited to: on 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, UNTHSC has a set of institutional values by which students are expected to adhere. Also, students are directed to read and refer to the UNTHSC student policies at the following link for more specific information on student behaviors and expectations. Go to section 07 Student Affairs, Education and Funding and then click on General and Student Affairs.

https://app.unthsc.edu/policies/Home/AllPolicies

All questions related to student policies can be addressed by the Division of Student Affairs at (817) 735-2505.
Faculty members also have adopted the Professional Behaviors document developed by May et al., 2010 as part of the Normative Model of Physical Therapist professional education by the American Physical Therapy Association. to guide the professional conduct of students. This document is sometimes referred to as the Generic Abilities document. Students will have the opportunity to review and discuss all of these resources during the Foundations of Physical Therapy class.

**Examples of professional behavior include:**

- Attending all classes and laboratory sessions
- Arriving punctually (some faculty members recommend arriving 5 minutes before class so you are ready for class to begin on time)
- READING the assigned chapters, articles, etc., before coming to class
- VIEWING any assigned video, recorded lecture, etc. before coming to class
- COMPLETING any assigned work before coming to class
- Providing thoughtful insight to class discussions
- Being respectful of peers, faculty, and staff
- Actively participating in classes and laboratories
- 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, Vice-Chair, or the Directors of Clinical Education or their designee
- Career Fair
- Falls Risk or other special screening or patient/client events arranged by faculty members
- The SAGE program
- Inter-professional Education Activities
- 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 UNTHSC
- Activities with clinicians or healthcare professionals
- Attendance at all meetings called by the Dean, Provost or President of UNTHSC
- Grand rounds or special speaker events offered by the institution if directed to such events by the Chair
- Cowtown Expo
- Social media related to 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 Chairperson 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 to review by the Student Performance Committee
- referral to Student Affairs
- remediation
- involuntary dismissal from the program by the Chair or other authorized committee upon recommendation of the faculty.
Examples of disciplinary actions that could 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 expelled 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.
- The Directors of Clinical Education believe with the other faculty members that current student behaviors are predictive of future behavior, and research supports this belief. They have responsibility for ensuring appropriate behavior during clinical experiences. They have the right to 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.

VII. Course and Course Coordinator 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 Division of 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 Program Director or Course Coordinator. The information obtained from this feedback is used by the Course Coordinator and Program Director 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.

VIII. 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, they 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.

IX. Attendance

A. **Class Attendance:** Class attendance is expected 100% of the times. Students are expected to be on time for classes and in appropriate attire. Promptness is also expected following breaks within a class period.

B. **Notification of Absence:** Students who must be absent are to notify the instructor in person via email or telephone prior to class time. The reason for absence should be given. Every effort should be made to communicate directly with the instructor. If the student will be absent for more than one course, the student should notify the department chair in person or by email.

C. **Responsibility for Course Contents:** Student who are absent from a class are responsible to acquire the information missed due to absence. The student will be held responsible for all contents, materials, notes and course information presented in the course.

X. Policies and Procedures

Students are responsible for reading and adhering to all policies both of the institution generally and of the Department of PT specifically.
A. Department of Physical Therapy Policies may be found in Chapter 15:
https://app.unthsc.edu/policies/Home/ByChapter

- Program Admissions
- Graduation
- Health and Technical Standards
  - Observation
  - Communication
  - Sensorimotor
  - Conceptual-Integrative and Quantitative Analysis
  - Behavioral/Social Attitudes
- Student Involvement on Clinical Activities
- Transfer of Course Credit
- Remediation

B. Policies Pertaining to Students can be found in Section 7 at:
https://app.unthsc.edu/policies/Home/AllPolicies

General Administrative Policies

- ID Cards
- Course and Instructor Evaluations
- Immunizations
- Student Health Insurance
- Liability: Personal Property on Campus
- Student Rights and Consumer Rights
- Family Educational Rights and Privacy Act Student Conduct
- Student Conduct
- Respect for Diversity
- Sexual Harassment
- Americans with Disabilities Act
- Policies and Crime Reporting Procedures
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
- Substance Abuse & Self Reporting
- CARE Team and Involuntary Student Medical Withdrawal
- HIV Infection and AIDS
- Free Speech and Public Assembly on Campus Grounds
- Absence for Religious Holidays
- Hazing
- Student Employment
- Travel
- Gang Free Zones
- Acceptable Electronic Communications

The Non-Professional Conduct Report can be found at:
C. Fiscal and Financial Aid Policies may be found at Chapter 7, Student Affairs, Education and Funding

https://app.unthsc.edu/policies/Home/ByChapter

- Tuition and Mandatory Fees
- Residency Regulations for Tuition Purposes
- Responsibility of the Student
- Change of Status: Non-Resident to Resident
- Change of Status: Resident to Non-Resident
- Tuition and Fee Waivers
- Exemptions and Waivers
- Tuition and Fee Refunds
- Class Drop Refunds
- Withdrawal Policy and Procedure
- Withdrawal Refund
  - Fall/Spring Term or 10+ Week Summer Session
  - Summer Session 5 Weeks or Less
- Correction of Errors
- Payments by Third Party
- Returned Checks