

DPT Student Handbook

Academic Policies

University of South Alabama

Pat Capps Covey College of Allied Health Professions
Mobile, AL

Department of Physical Therapy

2023-2024

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University of South Alabama
Department of Physical Therapy
Mobile, AL

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Welcome from the Department Chair

Congratulations on entering the world of physical therapy. Our profession is one with unique opportunities to provide hands-on, individualized care improving physical function in the individuals we serve through physical intervention and health promotion to “*Bring Motion to Life*”. This is a wonderful career path that allows you to truly make a difference in the lives of the patients you serve. Certain rights, privileges and responsibilities are now yours. You also have responsibilities and obligations to your future patients. From this point forward, professionalism is expected in all actions and appearances of a graduate student in a professional program. The growth that you experience over the next three years will set the foundation of your career and will help you develop the skills needed to begin your practice with the pursuit of clinical excellence.

As the “Class of 2026”, you are entering the University of South Alabama PT program after a long and productive departmental history that began in 1976. The program has had continuous accreditation since the first graduating class in 1978. Most recently, CAPTE granted accreditation to our department for the maximum 10-year cycle, through 2031. Upon completion of the DPT program in May 2026, you will be the 45th graduating class of the department and the 17th class from USA to receive the DPT degree. We now have over 1,200 alumni!

The department continues to pursue a path toward excellence in achieving our mission. Each of you has an important role to fill. Optimal learning will only result from optimal effort by each student and faculty member. Seek help when you need it! I am both blessed and honored to have the opportunity to work alongside the faculty of this department, and I know they are each committed to the success of each student! The clinical backgrounds, teaching and research experience of each demonstrates the level of expertise in each area of practice. Our faculty members frequently teach professional PT continuing education courses and are regularly called to give presentations at national and international PT conferences.

There is no doubt that the next three years will be one of the greatest challenges you have ever faced, at times approaching your limits. **But you can do it!** Your acceptance into this program reflects our belief that you have the capability to succeed and even excel in the academic preparation toward becoming a physical therapist, with a major commitment of effort on your part. Sacrifices of some “free time,” sleep and convenience will be required, and at times it may all seem overwhelming. It is important for you to learn to balance these challenges with the things that are important to you and bring joy to your life. An extremely rewarding career with multiple options awaits you, like all the other students before you, at completion of the program. Remember that it is usually in the major challenges of life that we realize and exercise our greatest potential and

recognize and grasp significant life opportunities. It's somewhat like an Olympiad, except that everyone who finishes this race gets THIS prize! You must do your part for yourself, the department and the profession! We will do everything we can to help and encourage you along the way.

On behalf of all of the Faculty and Staff of the Department, I welcome each of you and encourage you to "dive on in." The water is safe, though at times it will be a bit turbulent. Just remember that we are here for you and we wish you all the best in your studies and chosen profession!

Dr. Shawn Drake

Department Chair, Program Director

University of South Alabama Department of Physical Therapy

Introduction

The purpose of the DPT Student Handbook is to introduce students to the philosophy and objectives of the Department of Physical Therapy at the University of South Alabama. This document contains policies and procedures for academic and clinical experiences designed to enhance student learning. These policies and procedures are congruent with and in some cases in addition to those contained in other University publications such as the Lowdown / Student Handbook and the Graduate Bulletin. Policies and procedures are subject to change at any time during your course of study. Students will be notified of any changes to policies and procedures. Students are accountable for acting according to these policies as well as the published University policies. Deviation from these and other published policies may be considered grounds for dismissal from the program.

CAPTE Accreditation

The Doctor of Physical Therapy Program at the University of South Alabama is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave, Suite 100, Alexandria, Virginia 22305; telephone: 800-999-2782; email: accreditation@apta.org; website: www.capteonline.org.

Faculty and Staff

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MISSION STATEMENTS

University of South Alabama

The University of South Alabama, with a global reach and special focus on the Gulf Coast, strives to make a difference in the lives of those it serves through promoting discovery, health, and learning.

Pat Covey College of Allied Health Professions

The Covey College of Allied Health Professions is dedicated to providing the highest quality education in the basic medical sciences and health professions education. We offer outstanding scientific and clinical health degree programs at the undergraduate and graduate level. Our undergraduate programs include biomedical sciences, emergency medical services, professional health sciences, radiologic sciences, and speech and hearing sciences. Our graduate programs include programs in audiology, biomedical sciences, communication sciences and disorders, occupational therapy, physical therapy, physician assistant studies, and speech-language pathology.

Department of Physical Therapy

The University of South Alabama Department of Physical Therapy develops compassionate physical therapists, who are movement specialists and primary care leaders in health and wellness, prepared to provide excellent evidence-based care and service while engaging in scientific inquiry to meet the healthcare needs of diverse communities.

Motto

Learn. Lead. Love

Goals of the DPT Program

Goal 1: Prepare entry-level physical therapy students to become movement specialists and primary care leaders in health and wellness who care for diverse populations.

Goal 2: Advance the profession of physical therapy through scientific inquiry, evidence-based practice, and scholarly activities among students, alumni, and faculty.

Goal 3: Cultivate compassionate and caring physical therapists who exhibit strong leadership qualities, empowering them to transform the physical therapy profession.

Program Learning Outcomes (PLO's)

Upon completion of the physical therapy curriculum, students will be able to:

Outcome 1: effectively apply the Patient Client Management Model in their practice, demonstrating comprehensive patient assessment, evidence-based intervention selection, and ongoing evaluation.

Outcome 2: demonstrate the ability to effectively apply evidence-based practice principles and clinical reasoning to guide decision-making in physical therapy practice.

Outcome 3: demonstrate a comprehensive understanding of professional issues, ethics, and core values relevant to the field of physical therapy.

Outcome 4: demonstrate leadership qualities through participation in service, professional development, and collaborative practice.

Curricular Plan

The professional component of the Doctor of Physical Therapy (DPT) program is an eight (8) semester, lock-step program. Year-I (3 semesters) is designated as PT-I, Year-II (3 semesters) is designated as PT-II, and Year-III (2 semesters) is designated as PT-III. A variety of didactic and clinical subjects are taught within each semester and the clinical internships form a capstone for the entire curriculum. The entire curriculum is discussed in detail at orientation and is available through the [Graduate Bulletin](#) and departmental website ([curriculum](#)).

You must be aware of the comprehensive nature of the courses, which usually include comprehensive final exams and the comprehensive nature across the entire curriculum. Information you learn in one course **will** be used in subsequent courses, and throughout your professional career. See the section [Comprehensive Capstone Exam](#).

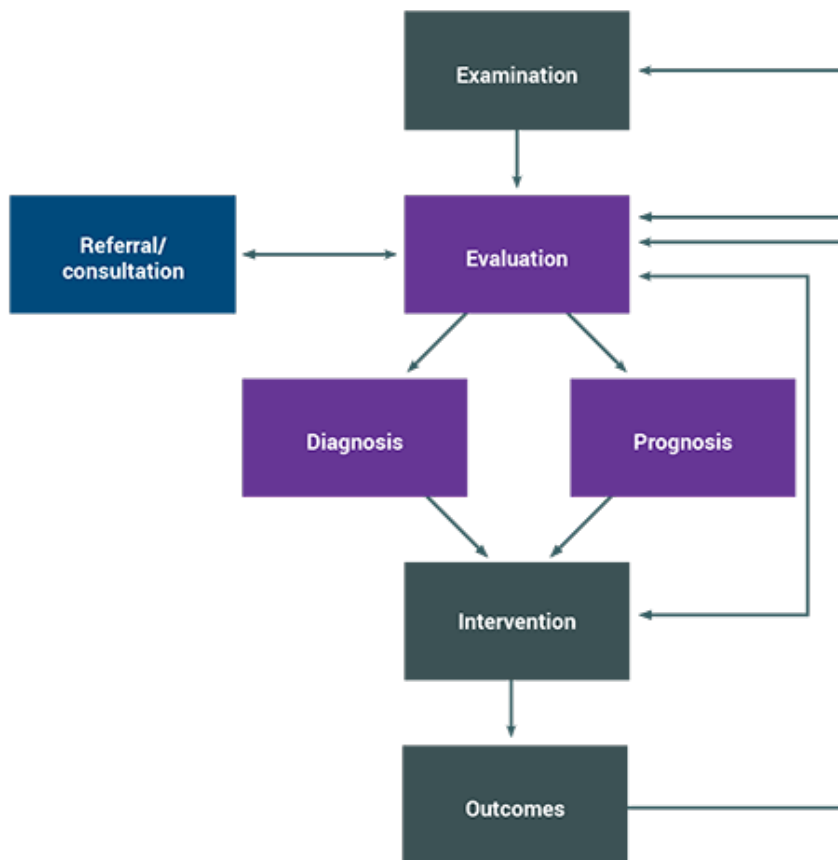
Curriculum Philosophy, Principles and Values

The guiding philosophy, principles and values underlying the Doctor of Physical Therapy (DPT) curriculum at the University of South Alabama are derived from the Department's Mission Statement. A Bachelor's degree is required for admission to the program.

Students admitted to the graduate program complete a series of courses that include didactic classroom and laboratory learning opportunities as well as 34 weeks of supervised clinical internships in eight semesters spread over a three-year period.

According to the *APTA Guide to Physical Therapist Practice, 4.0* (APTA, 2023) physical therapists are “health professionals who diagnose and manage movement dysfunction as it relates to the restoration, maintenance, and promotion of optimal physical function and the health and well-being of individuals, families, and communities.”

Individuals, families and communities may access physical therapy either through referral from another provider or self-referral (each state has specific requirements for direct access). After a referral to physical therapy, the physical therapist performs the examination and evaluation to determine if physical therapist services are necessary or if a referral is indicated. When the examination and evaluation indicate the need for physical therapist services, the physical therapist will determine the diagnosis, prognosis and a management plan and identify appropriate outcome measures.



(Image from: Chapter 2, *APTA Guide to Physical Therapist Practice, 4.0*)

Curriculum Philosophy

A DPT curriculum within a professional entry-level physical therapy program will result in an entry-level physical therapy degree and prepare graduates for professional physical therapy practice. Faculty in such a professional program emphasize active learning and create an environment that encourages an internal desire to learn, a passion to creatively apply new knowledge in clinical settings and an ongoing drive to seek valid, reliable, and scientifically relevant knowledge. With a grounding in scientific theory and participation in the research process, students will be well equipped to critically analyze the literature and incorporate practical application of recently published studies as part of evidence-based practice of physical therapy. This curriculum is specifically designed to foster development of an attitude of life-long learning and to produce autonomous practitioners, able to make independent and scientifically sound clinical judgments related to patient care. To emphasize the physical therapist's role in educating patients and clients, information and learning experiences in teaching/learning are interspersed throughout the curriculum.

Educational Principles

In the ongoing process of developing a curriculum of study to achieve this mission, the Faculty adheres to these educational principles:

- professional education in physical therapy should be firmly grounded in both the natural and social sciences, with an appropriate balance between the two.
- learning experiences should encompass a wide range of integrated teaching methodologies and technologies, designed to foster academic and professional independence in the student;
- learning experiences must foster critical thinking and problem-solving skills in the student;
- learning experiences must produce demonstrated, entry-level competencies in the student;
- learning experiences must promote life-long learning values in the student;
- clinical learning experiences must integrate and build on previous knowledge and skill acquisition, to produce demonstrated entry-level competencies in the student;
- learning experiences should provide opportunities for students to become familiar with peer assessment / peer review techniques in physical therapy.
- learning experiences must promote the highest levels of personal integrity, ethical professional behavior and commitment to the profession of Physical Therapy.

Note: Learning experiences within the program vary greatly from course to course. Therefore, the belief system cited above is satisfied by the curriculum as a whole, rather than by each individual course.

Starting Dates / Teaching Schedule

Starting dates and teaching schedules for each semester in the DPT program may not necessarily be identical to those published in the University's academic calendar. It is sometimes necessary to begin the semester a little earlier than the rest of the University, have a class meeting earlier on the first day of the semester, or alter the final exam schedule from the rest of the University. Refer to the University website for academic calendar dates for the beginning and ending dates of each semester and Spring Breaks. Spring break dates and holidays may not apply during clinical affiliations. Dates for clinical internships will deviate from the academic calendar but will be announced in advance. A Google Calendar has been developed for your class and can be accessed from your Jagmail page. This calendar will be used to keep track of regular class times and schedule changes throughout the three years (8 semesters) of your program, including start and end dates of each semester. You will each be given access to the calendar using your jagmail email account.

The exact teaching schedule usually will not coincide with the schedule from registration, as lab sections may be arranged differently and schedules may need to be changed for guest speakers, student service learning experiences, and faculty presentations at national conferences or service commitments to the national association (APTA). Many of the courses taught in the program involve outside speakers and it is not always possible to adhere to the posted schedule of classes. For this reason, ALL class schedules are subject to change. We encourage you to keep a careful note of class schedule changes when these are necessary. As a matter of policy, the Department will minimize these changes in order to maintain a stable timetable and will notify students in advance of any changes. This policy applies to all DPT courses. (See Class Schedule)

A definitive course schedule grid will be distributed to all students at the beginning of each semester. Some labs are held with all students together (with multiple faculty), while some labs occur as split labs with half of the class at one time. As a general rule, when unopposed labs occur at the beginning or the end of the day, lab Group A and lab Group B will switch to alternate times at mid-term.

Canvas

Canvas serves as the Learning Management System for DPT students. Each course will use Canvas to support teaching and learning. In addition, the cohort has a designated Canvas shell for programmatic information. The Cohort Canvas shell will have copies of important documents such as handbooks, clinical education information, schedules, important updates to policies, and procedures, and a place to house documentation such as service hours.

FINANCIAL INFORMATION

Tuition

This information is designed to assist you in planning for your financial needs while obtaining physical therapy education. Because our program requires full time attendance, it may be difficult to find time for employment while you are in school. Students should have plans for adequate finances prior to entering the program. The information is subject to change and is meant to give you a general idea of the overall program costs. Tuition and fees can be estimated by going to [Tuition and Fees](#), [Financial Fact Sheet](#), or by visiting the [PT website](#).

Financial Aid & Financing PT School

It is essential that students maintain contact with the Office of Financial Aid for a full understanding of when financial aid is released each semester, how much will be available, and how long it must last. Wise planning on your part, month-by-month, will set you up for better financial success in the future, with a goal of borrowing the least amount needed.

Each student will complete modules within the APTA financial literacy planning modules (<https://enrich.apta.org/courses>). The following courses will be required:

1. Preparing financially for a physical therapy career (30 min; prior to matriculation)
2. Understanding student loan debt and preparing for repayment (25 min; prior to matriculation)
3. Creating a budget (and sticking to it) (15 min; prior to matriculation)
4. Assessing your insurance needs (45 min; Year 3 Fall in PT 685 PT Management)
5. Creating a financial plan for your priorities and goals (20 min; Year 3 Fall in PT 685 PT Management)

Special course fees

Some PT courses have special course fees attached to registration as specified in the [USA Bulletin](#). These fees help to cover the consumable items cost used in the appropriate course. For example, the special course fees in Gross Anatomy (PT 600 and 601) are used to supply the cadaver specimens, equipment, and other instructional support. In some cases, fees are collected in one course to cover expenses for several related courses. A "Resource Fee" is charged each semester with the tuition to support the simulation/standardized patient program, interprofessional education, student-run free clinic, and biomedical library for all students in the Colleges of Allied Health, Nursing and Medicine.

Other Educational Expenses

The following is a list of estimated expenses associated with the program. Actual cost may vary.

1. ADMISSIONS BACKGROUND CHECK: Students admitted to professional programs that require licensure must complete a successful background check prior to formal admission.
2. BACKGROUND CHECKS / DRUG SCREEN: The costs for background/drug screen checks are variable.
3. DEPOSIT: After acceptance into the DPT program, each doctoral applicant is required to pay a \$300 non-refundable deposit to reserve a place in the designated cohort. Students who do not respond by the stipulated date will have their positions assigned to other applicants. Upon the student's completion of their first semester of the program, the deposit will be applied to the student's tuition payment after the drop/add date in September. Forfeited fees will revert to the Department of Physical Therapy and be used to support graduate student activities such as expenses related to the presentation of a scholarly paper, publication costs, or in support of research projects germane to the profession of physical therapy.
4. BOOKS: The cost of books is estimated at \$4,345 for the program.
5. Lab Attire: Lab attire including gloves is \$200.
6. LOCKER: Lockers are provided free of charge to students on a first come, first served basis. Students must supply their own lock.
7. PROFESSIONAL LIABILITY INSURANCE: Malpractice insurance is required for clinical educational experiences. The cost is approximately \$50 per year. These are paid with other course fees and tuition through student accounting (PAWS).
8. ORGANIZATIONAL MEMBERSHIPS. American Physical Therapy Association membership is **required** at an approximate cost of \$80 per year.
9. HEALTH INSURANCE: Health insurance is required during the entirety of enrollment in the DPT program. Information on health insurance policies is available on the Student Health Center website (<https://www.southalabama.edu/departments/studenthealth>).
10. PHYSICAL EXAMINATION AND IMMUNIZATIONS: Clinical education agreements require specific immunizations and an annual physical examination.

11. CPR CERTIFICATION: The cost varies depending on the location and sponsor (American Heart Association) of CPR courses. The usual expense is approximately \$50 per year. The CPR certification must be for Healthcare Provider status (American Red Cross is not accepted). You are required to have a current American Heart Association Health Care Provider CPR certification (BLS) and First Aid (First Aid can be AHA or Red Cross).
12. CLINICAL EDUCATION: Students are responsible for living expenses, transportation, and tuition while on all clinical education experiences. Additional information will be provided by your Director of Clinical Education.
13. PT CLINICAL EQUIPMENT / KITS: Students will either purchase the kit provided by the department or purchase individual items at the students' discretion. The costs vary. Required equipment includes goniometer, pulse oximeter, stethoscope, lab coat or scrubs for gross anatomy, short white lab coat for clinic (with pockets and loose or roll up sleeves), reflex hammer; additional recommended equipment includes penlight, bandage scissors, blood pressure cuff, gait belt and tape measure (\$225).
14. OTHER EXPENSES: Other costs associated with the program may include but are not limited to: composite class photograph (\$75), DPT polo shirt (\$35), graduation fees (\$65).
15. LICENSURE EXPENSES: Cost for the licensure exam is \$485. Alabama licensure rates include a processing fee (\$100), online jurisprudence exam (\$10). Costs are variable for other states.

LAST UPDATED 07/20/2023

ADVISING

Appointments with Faculty

All students admitted to the Doctor of Physical Therapy program are assigned an individual DPT faculty advisor. The faculty members of our program each have unique qualifications and experience. They also each have unique teaching styles, which will help you to be well-rounded. The faculty members seek to challenge you to greater understanding, not to fail you, in your preparation to become a Physical Therapist and that includes having high, but appropriate, graduate expectations. Faculty members are available for student advising. While most faculty have an open-door policy, realize that they are also engaged in many activities as part of their work and service to the profession. It is much more considerate if students make appointments with them. Sometimes faculty may not be available because of urgent projects, conference calls or deadlines. Students should check course syllabi or email faculty to determine faculty's preferred method for scheduling appointments.

Students are to schedule appointments with advisors or classroom instructors for answers to their questions rather than obtaining advice from other students. Experience has proven that student-generated advice, although given with the best of intentions, is often in error. Students must contact their advisor to schedule a meeting time.

Faculty Office Hours

Physical Therapy faculty will have office hours listed on their course syllabi and posted by faculty office doors. Students may schedule individualized time with faculty members outside of posted office hours.

Access to Department Chair/Communication Chain

Any student may make an appointment with the Department Chair at any time to discuss any issue; however, students should address problematic issues first with their advisor or appropriate course instructor and/or student colleague before scheduling a meeting with the Chair. Meetings with the Chair are most appropriate when satisfaction is not reached through other means. Meetings with the Chair for purposes other than problem resolution are encouraged at any time.

The Chair schedules routine meetings with class representatives for each cohort. The class representatives may bring any class issues to the Department Chair during those meetings. The Chair may call additional meetings as needed on the recommendation of faculty, staff and/or students.

Class Schedules / Schedule Changes

When it is necessary to change the schedule, the student will be given as much notice as possible. When schedule changes occur, the student is expected to comply with the changes and handle the situation with appropriate professional demeanor. Students should not schedule non-academic activities Monday through Friday 8:00 am -5:00 pm. The department uses the Google Calendar for scheduling activities. Students should consistently check Google Calendar for schedule changes. In addition, if students notice possible errors in the Google Calendar, please contact Ms. Jennifer Patterson (jpatterson@southalabama.edu) or the appropriate faculty member for clarification (e.g., class cancellation does not show up on Google Calendar but is on the syllabus).

The Department is closed for most state public holidays occurring during semesters. Refer to the University academic calendar / website for holidays in future academic years. The University academic calendar also includes all deadlines and final dates to withdraw from a course. The schedule during Internships will follow the holiday schedule of the clinical site and individual clinical instructor.

The University of South Alabama recognizes these official holidays for the current academic year:

Labor Day	Monday, September 4, 2023
Fall Break	Thursday & Friday, October 12 & 13, 2023
Thanksgiving	Wednesday – Sunday, November 22 – 26, 2023
Christmas / New Year	Friday, December 21, 2023 – Monday, January 8, 2024
Martin Luther King Day	Monday, January 15, 2024
Mardi Gras	Tuesday, February 13, 2024
Spring Break	Monday, March 4 – Sunday, March 10, 2024
Memorial Day	Monday, May 27, 2024
Juneteenth	Wednesday, June 19, 2024
Independence Day	Thursday, July 4, 2024

Students may review holidays posted on the University Academic Calendar website. (<https://www.southalabama.edu/academiccalendar/>)

Academic Standards

The Department of Physical Therapy has developed a number of policies and standards of practice which cover essential areas of your academic and clinical life in the program. These policies and standards are **extremely important**. You must read this section carefully, take serious note of all of the information, and review it frequently. When an issue arises, we will use this section as the guide to the policy or standard in question. We have designed these policies and standards to be as comprehensive as possible. Though this is not always possible, the great majority of situations which occur from time to time will be covered by these policies. Some of these policies and standards are the same as those adopted by the College or University and others are more specific to the Department of Physical Therapy. In any event, these standards and policies are the ones that we will use as the guideline on all matters related to academic and clinical administration. **The policies may change with notification to the students.**

The department reserves the right to make changes as required in curricula, academic policies and other rules and regulations affecting students, to be effective whenever determined by the department and College of Allied Health Professions. Students will be notified, in a timely manner, of any changes. Interpretation of these policies will be made by the appropriate University authorities, keeping in mind the interests of the students and the University and the greater public good.

The University, College and Department have specific academic requirements for all students in Professional Doctoral graduate programs. Specific academic policies may be found in the [USA Graduate Bulletin](#), [USA Student Handbook](#), [The LowDown](#), and the "College Requirement" section of the [Pat Capps Covey College of Allied Health Professions \(CAHP\) Bulletin](#). Academic policies in the [Pat Capps Covey College of Allied Health Professions \(CAHP\) Bulletin](#) may be more stringent than the university policies. A flow chart ([Appendix A](#)) is provided for students to navigate policies related to [Grade Standards](#), [Grade Grievance](#) and [Dismissal](#).

Student Contact Information

We update the student contact information twice a year; moreover, students need to keep their contact information up to date within PAWS. The department secretary will initiate the call for the update.

Registration

It is the responsibility of each student to complete their own registration each semester and make sure they are officially registered for each course and lab. This process is completed online through PAWS. When you sign on to PAWS to register and pay, it is

your responsibility to make sure you are registered for the correct courses, correct number of courses and credit hours. Each semester, the department will send out registration information which includes the classes that you will be required to complete registration. Additional fees are assessed if you register for the wrong courses or if you don't register for a course that you should have.

For courses that have multiple sections, the section size will be limited so half of the cohort will be in each section. So, if the first section you try to register for is filled, just register for the second section. If there are courses for which each student should register for a specific section, you will be notified ahead of time. **DO NOT REGISTER until you have received notification from the department.**

It is your responsibility to make sure each semester that you are aware of the registration deadlines and tuition payment deadlines. If payment is not made by the stated deadline, you will be dropped from your courses and will have to pay late fees to be reinstated. The department administration and Dean's office will have to get involved to provide appropriate overrides.

In the PAWS registration system, if a student is dismissed from the program prior to the end of the regular semester and that dismissal occurs after the University's refund deadline, the student will not receive any type of refund even if the next series of classes have not begun.

Progression

The DPT curriculum is a "lock-step" curriculum, which requires students to complete courses in the prescribed sequence as outlined in the curriculum plan. Students may not complete the curriculum in a part-time status. The faculty as a whole may determine that, based on academic performance, a student needs to repeat a course. In such cases, the student may have to sit out for a year in order to re-enter at the appropriate time in the sequence of courses. Requests to temporarily withdraw from the curriculum or from a specific course in the curriculum or to retake a course in the program must have substantial cause and the student must present a written request to the Department Chair for the faculty to consider. The faculty as a whole will consider such requests on an individual basis and decide whether to permit the withdrawal. The faculty will also decide if a place can be reserved in the cohort of the following year, or whether to permit the retake of a course, including determination of which course will be repeated and the timeframe for repeat of the course and the impact on the remaining course sequence for the student. Keep in mind that DPT courses are only taught once each year. If a student withdraws at a time when curricular changes are being planned and implemented, options for re-entry into a later class may be limited.

Promotion of students in the professional component of the curriculum will be determined by the Faculty of the Department of Physical Therapy, who meet for this purpose at the end of each semester, with input from appropriate clinical instructors in the case of a clinical course. Possible reinstatement of a student who has produced unsatisfactory work and has withdrawn from the program is also a decision made by the Faculty. The Faculty will recommend for graduation only those students who, in the judgment of the Faculty, complete all degree requirements and satisfy the requirements of conduct, scholastic achievement and aptitude for Physical Therapy. According to Graduate School policy, students who are academically dismissed from the program may not reapply to the same program within the Graduate School.

By enrollment in the USA DPT program, the “student consents to frank evaluation by those charged with the responsibility to supervise him” (Craft vs William Alanson White Psychiatric Foundation, 498 A.2d 1145, 1149 (D.C. App. 1985).

Progression in the curriculum requires students to meet didactic and clinical expectations. The DPT program is a lock-step program, which requires students to:

1. exhibit professional behaviors ([Appendix B](#)), Academic Honor Code ([Appendix C](#)), [APTA Core Values](#), [APTA Standards of Professional Conduct](#), and [APTA Code of Ethics](#) in the classroom, laboratory, and clinical sites visited, and in the community,
2. maintain a 3.0 cumulative GPA in all physical therapy program courses,
3. receive no more than 8 credit hours of “C grades” or any “F grades” in all physical therapy program courses,
4. meet clinical expectations and standards of the affiliating clinical sites during clinical education ([See Clinical Education Policies and Procedures](#)).

Grade Standards

The DPT program follows the approved grading system set by the [USA Graduate School Bulletin \(General Information: Grade Standards\)](#) and [CAHP Bulletin \(College Requirements: Graduate-Grade Standards\)](#). Grades for all courses using the traditional grading system will be according to the following scale:

- 89.5-100 = A
- 79.5-89.4 = B
- 69.5-79.4 = C
- < 69.5 = F.

Students must read **each syllabus** carefully to ensure understanding of course requirements. Students must achieve a 70% course average in order to receive a passing grade in a course. A few courses are graded using Satisfactory(S) /

Unsatisfactory(U). Students must achieve a 70% course average on all coursework to achieve a Satisfactory(S) grade.

**Courses that require written examinations as the primary form of assessment, will require an average of 70% on written examinations to successfully pass the course. Lab practicals and additional assignments, while important and part of the grade, cannot be used to raise a course grade to passing when the student has not achieved an average of 70% or greater on written examinations.

Failure of Exams in a DPT Course

1) Failure of Written Exams and Anatomy Lab Exams in a DPT Course

Rarely, retakes of individual written exams may be granted, but should not be expected, and only under extreme circumstances, at the discretion of the instructor, according to policies set forth in the individual course syllabus. Without extreme, documented circumstances, a retake of an exam should not be expected. Make-up exams may be administered, in the case of an excused absence, at the discretion of the coursemaster, at the end of the semester, and may, in part, be an oral examination or other written examination method.

2) Failure of Clinical Practical Exams in a DPT Course

The department faculty is responsible for assuring student competency in clinical skills, clinical reasoning and safety with patients prior to clinical education experiences and graduation. Practical exams within individual courses are one method by which faculty assess student competency. Practical exams often assess skills/knowledge attained in previous semesters; therefore, students are expected to demonstrate competence in all content from previous semesters on all practical exams.

A score of 80% with no safety violations is considered minimal competency for all practical exams in courses related to examination, intervention and patient/client management and is required for placement in PT Internships and for continuation in the program. Therefore, the passing grade for any practical exam (initial or retake) will be 80% in all courses. Some specific elements of a practical exam will be designated by the course coordinator as compulsory elements that must be demonstrated without any error. Failure to perform a compulsory element satisfactorily will result in failure of the practical exam. Safety of the patient and student will always be a compulsory element. Major safety violations will result in automatic failure of any practical. These items could result in injury to the patient, student physical therapist, or both. Major safety violations may include but is not limited to the following: neglecting to lock wheelchair or table brakes, failure to guard appropriately, failure to use a gait belt when needed, unsafe positioning (e.g. position that puts a patient at risk for injury such as too close to edge of bed), inappropriate environmental set up (e.g. transfer arrangement or unaddressed hazards), inappropriate footwear, body mechanics that put student physical therapist or patient at risk of injury, forgetting to perform safety screens if needed, failure to monitor patient response (e.g. vital signs if needed), or using inappropriate parameters for an exercise or modality that puts the patient or therapist at risk.

Students must pass all practical exams in a course to pass the course. A student who fails a practical exam will be given one opportunity for remediation followed by a single retake, assuming the student has not surpassed the limits stated below. The student will not be allowed a retake if he/she has one or more Academic Misconduct Record or more than one negative Professional Behavior Report. In the case that a retake is not allowed, a course grade of F will be assigned. An exam retake may be observed and graded by two examiners and/or video-recorded. The student must score $\geq 80\%$ and perform compulsory elements satisfactorily to pass the retake practical exam. If a student passes the retake practical exam with a score of $\geq 80\%$, a grade of 80 will be recorded for the practical exam in the course grade. A score of $< 80\%$ on the retake will result in a course grade of F.

When a student requires a retake on a practical exam in a second/third course or two exams in the same course for reasons other than safety violations, the department faculty will determine appropriate action which may include remediation with retake, completion of a comprehensive practical exam (over several courses), postponement of clinical education experiences, or dismissal from the program. If a student fails a fourth practical exam in the program, the student will receive a course grade of F and will be dismissed from the program.

If a safety violation leads to failure of both the practical exam and retake, the student will receive a grade of F for the course and will be dismissed from the program. If a safety violation leads to a two practical exam failure in courses, the student will receive a grade of F in the second course and will be dismissed from the program.

Incomplete Grades

Incomplete (I) may be assigned when, for reasons beyond the student's control, the student is unable to fulfill all the normal course requirements. The situation warranting an "I" must be a medical condition, an equipment problem, or other mitigating circumstance that is beyond the student's control. This symbol is not used to provide time for completion of extra work beyond the normal course requirements for improving the student's grade, or to permit the student to avoid probation, suspension, or dismissal. The "I" symbol should not be assigned unless the amount of incomplete work can reasonably be completed in the time period allotted for an "I" grade without additional extensions. Extensions of "I" grades should only be granted in rare cases where additional and unanticipated circumstances beyond a student's control have prevented completion. All records of the symbols "I" must be cleared by the specified deadline of the next term; if they are not, grades of "F" will be recorded by the Registrar.

An "I" grade will prevent a student from progressing to the next semester or term unless alternative arrangements are approved by the program. All incomplete grades must include a remediation plan to complete the grade requirements.

Grade Grievance

Students may file a grade grievance only after a final grade is received in a course. The complaint about a final course grade, or other academic evaluation, must be based on one or more of the following reasons:

1. Arithmetical or clerical error
2. Arbitrary or capricious evaluation on the part of the instructor
3. Substantial failure on the part of an instructor to follow the course syllabus or other announced grading policies
4. Extraordinary mitigating circumstances beyond the student's control.

The final course grade grievance must be filed no later than 20 class days into the succeeding semester to include summer term. Students who file a grade grievance must follow procedures listed in the USA Student Handbook, The LowDown, (pg. 192-196).

Probation

Students may be placed on academic probation for dropping below a 3.0 cumulative GPA in all physical therapy program courses. Non-physical therapy program graduate coursework will not be considered in determining the cumulative GPA for academic probation. A student that is placed on probationary status has a period of two terms to attain an overall 3.0 GPA or be dismissed from the DPT Program (CAHP Bulletin (College Requirements: College Requirements-Academic Dismissal)).

Remediation

Students not on probation or less than 4 credit hours of C grades

1. When a student has a class average below 70% OR fails an examination (<70%) in any class, the student is responsible for scheduling an appointment through email with the course instructor/coordinator. The course instructor will document if the meeting took place or not and place a copy of the Student Conference Record in the student's academic file.
2. The course instructor and the student may document a remediation plan. The remediation plan may include suggestions for improved preparation, tutoring, referral to other members of the faculty for suggestions, or even referral to professionals on campus who assist with academic problems. Ultimately, the student is responsible for seeking assistance to improve his/her academic performance to a satisfactory level ($\geq 80\%$).

Students on probation or have 4 or more credit hours of C grades

1. When a student has a class average below 80% OR scores less than 80% on a course examination, the student is responsible for scheduling an appointment with the course instructor/coordinator. The course instructor will document if the meeting took place or not and place a copy of the Student Conference Record in the student's academic file.
2. The course instructor, remediation committee, and the student may document a remediation plan. The remediation plan may include suggestions for improved preparation, tutoring, referral to other members of the faculty for suggestions, or even referral to professionals on campus, who assist with academic problems. Ultimately, the student is responsible for seeking assistance to improve his/her academic performance to a satisfactory level ($\geq 80\%$).

Withdrawal

Students may choose to withdraw from the program to avoid a failing grade or for extenuating circumstances. Students must withdraw from the program by the published university deadline. For more information, students should refer to the USA Student Handbook, The LowDown (pg. 172). Students may reapply to the program and be

considered on a competitive basis. Students with extenuating circumstances may submit a Leave of Absence request (see Leave of Absence Policy).

A student-initiated withdrawal, if not approved by the program, from any course in the DPT curriculum, including DPT Internships, will be considered by the faculty as a full withdrawal from the program and the student will be dismissed from the program.

Students must complete official paperwork through the registrar

(https://www.southalabama.edu/departments/registrar/registration/registration_procedures.html). Failure to complete an official withdrawal through the university may result in a failing grade for a course.

Student "Leave of Absence" Policy

Students who withdraw from the program for extenuating circumstances (e.g., death of a spouse, child, pregnancy, medical conditions, military leave) and are currently in good academic standing (program GPA > 3.0) may submit a "Leave of Absence" request to the Department Chair to be placed in the next student cohort. If the faculty approves a leave of absence the student may rejoin a future cohort as specified by the faculty at the appropriate time in the curriculum, given the courses they have successfully completed. In such cases, the department is under no obligation to schedule courses in any sequence other than that typically provided. If such action occurs during a semester, University policies regarding Incomplete grades (if approved by the faculty) and tuition reimbursement will apply. If curricular changes occur during the intervening time the student may be required to complete directed study work to make up for any deficits.

The written request must include the circumstances for consideration, timing of the circumstances, any related factors and should ask for a decision by faculty. The faculty may decide from a number of options including, but not limited to:

1. dismissal without option to return,
2. leave of absence with a place reserved in a specific future cohort,
3. leave of absence but with no place reserved.

The decision by the department faculty, with approval by the College Dean, is final.

Grade Replacement

According to CAHP Bulletin (College Requirements: College Requirements-Academic Dismissal), a student that is readmitted to the DPT Program may be allowed to repeat one course for Grade Replacement in order to reduce the number of "C" grades or replace an "F" or "U" grade. If the student is allowed to remain in the program by retaking one course, any grade below a "B" or "S" in the repeated course or future courses will result in automatic dismissal from the program.

The request for grade replacement must be approved by the Graduate School Dean ([Graduate School \(General Information: Dismissal\)](#)). The grade for the second course is excluded from the student's GPA calculation if higher than the original grade and only grade points from the repeated course will be counted toward degree completion. The student's transcript will show all grades earned. Grade replacement is irrevocable. Only courses taken at the University of South Alabama may be used for grade replacement. Grades associated with a charge of academic misconduct may not be used for grade replacement.

Dismissal

Students who receive more than 8 credit hours of "C" in courses, an "F" or "U" grade will be dismissed from the DPT program. Students dismissed from the program may appeal the dismissal following the [CAHP Appeals Process for Academic Dismissal](#). If the student's appeal is granted, the student:

1. may repeat one course for grade replacement (See [Grade Replacement](#)). The student must receive a grade of B or higher (or Satisfactory) in the designated course used for grade replacement.
2. must complete the approved remediation/improvement plan,
3. must attain a cumulative program GPA of 3.0 within two terms if the student is on probation (see [Probation](#)).

A student may only appeal an academic dismissal one time. A student that is dismissed after completing the appeal process will not be allowed to re-apply to the same program.

Academic Honor Code

"As a community of students and scholars, the University strives to maintain the highest standards of academic integrity. All members of the community are expected to exhibit honesty and competence in academic work. This responsibility can be met only through earnest and continuing effort on the part of all students and faculty... Academic misconduct is incompatible with the standards of the academic community. Such acts are viewed as moral and intellectual offenses and are subject to investigation and disciplinary action through appropriate University procedures. Penalties may range from the loss of credit for a particular assignment to dismissal from the University. Faculty, students, and staff are responsible for acquainting themselves with, adhering to, and promoting policies governing academic conduct."
(section 8.2 on Student Academic Conduct Policy of the USA Faculty Handbook.)

Academic Dishonesty (including cheating)

The University of South Alabama has specific policies concerning [student conduct](#) related to academic dishonesty (including cheating). The Department of Physical

Therapy **firmly** adheres to these policies. See Academic Policies and Procedures in the University of South Alabama Bulletin and *The Lowdown*. According to *The Lowdown*

"Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records."

The College expands this definition to include "any disruptive behavior and other deviations from professional conduct" and incidents will be brought to the attention of the appropriate committee.

The Department of Physical Therapy views any form of academic dishonesty (including cheating) as a serious breach of personal conduct. The practice of physical therapy requires high levels of personal integrity and honesty. Evidence of academic dishonesty will be regarded as evidence of a lack of personal integrity and thus will reflect significantly on the student's ability to act in a professional manner. All alleged cases of academic dishonesty will be vigorously investigated. Appropriate action will be taken and **may result in dismissal from the program**. Failure to comply with any of the guidelines below may result, at the discretion of the instructor, in a score of 0 (zero) on the exam in question. The department faculty as a whole is responsible for determining the need to request a hearing by the appropriate Academic Standards Committee as determined by the University Student Academic Conduct Policy (see USA *The Lowdown*).

To maintain exam integrity and discourage academic dishonesty, the program implemented the following **examination procedures**:

- Students will wait outside of the classroom and wait for the faculty member to prepare the room for the examination. Students will have assigned seating during the exam and partitions will be used at each student table.
- No form of communication (verbal, written, electronic, gestures, or any other form) will be tolerated between students or with anyone outside the classroom during any examination.
- As a courtesy to all students and to maintain a healthy examination environment, students may not talk to any other student after entering the examination room. Confine ALL conversation, quietly, to the hallway. Silence will be enforced once you enter the room until all exams are turned in.
- No backpacks, bookbags, purses, briefcases, lunch bags, or any other cases, bags or containers may be brought into the examination room. (Plan to arrive early enough to secure all such items elsewhere.) Please do not leave personal belongings in the hallways (this is not secure!).

- No cell phone, watches or any electronic device may be brought into any examination setting. For exams given via Examsoft or other online format, students will be permitted a laptop and power cord. No other electronic devices will be allowed in this case.
- Students may not leave the examination room without the permission of the examination supervisor! **Using the restroom is not a valid excuse for asking to leave the room** during a one- or two-hour exam; Students should plan ahead. In cases of illness, the exam will end for that student, or a faculty member will be called to the room to accompany the student to the restroom including direct, constant supervision.
- If an examination is announced ahead of time as "Open Book" a limited amount of approved material will be allowed at each desk. In ALL other examinations, only appropriate writing implements etc. will be allowed at each desk. When calculators are allowed, only approved calculators may be used in exams.
- Students who finish an examination early may leave the examination room, provided they do so quietly and without disturbing their colleagues. Students who finish the examination early and leave the room will not be allowed to reenter the room while the examination is still in progress. After leaving the room, students should refrain from discussing the examination with others in areas adjacent to the examination room.
- For exams given via ExamSoft, students will verify that their exam has been uploaded and verify exam completion with the proctor prior to leaving the exam room.
- When instructed by the examination supervisor to cease writing, **ALL remaining students are required to STOP IMMEDIATELY**. Failure to comply is unfair to the other students and will be regarded as a breach of the examination rules, and will have serious consequences for the individual(s) concerned, including failure on the examination.
- In all examinations, students **MUST** keep their answer sheets/test booklets and/or computer screen covered at all times. It is each student's responsibility to make sure that their answers are protected from the view of others. It is considered academic dishonesty to either give or receive information.
- In practical examinations, **NO COMMUNICATION** between students, other than that required for the examination, may take place (oral, written, electronic, gestures, or any other form).
- When acting in the role of a "patient" during a practical exam, the "patient" should **NOT** position himself/herself or in any way anticipate or suggest (verbally or physically) what is expected from the student being tested. Such deviations will be considered an act of sharing information and therefore, academic misconduct. The student being tested must verbally and physically direct ALL activities of the "patient" student.

- In anatomical practical examinations when time is called, all students are required to IMMEDIATELY hold their answer sheet up in the air with one hand while holding their writing instrument in the other hand down to their side. Students should remain in place in this position until all papers are collected by the instructor and then they may leave the room.
- Faculty will adhere to posted practical examination schedule time-length. Extended time will not be allowed. Inability to complete an item in the allotted time will result in score penalties.
- Practical examinations may be videotaped, at the discretion of the instructor, for grading and review purposes.

Students with accommodations will need to make arrangements with the Center of Educational Accessibility and Disability Resources to schedule exams (<https://www.southalabama.edu/departments/sds/>).

Academic Disruption

The department adheres to the University policy on Academic Disruption. Students are expected to be cordial, courteous and respectful of faculty members, guest presenters and fellow students. The University of South Alabama's policy regarding Academic Disruption is found in the Lowdown, the student handbook:

<https://www.southalabama.edu/departments/studentaffairs/lowdown/>

Disruptive academic behavior is defined as individual or group conduct that interrupts or interferes with any educational activity or environment, infringes upon the rights and privileges of others, results in or threatens the destruction of property and/or is otherwise prejudicial to the maintenance of order in an academic environment.

Plagiarism

Plagiarism is one form of academic dishonesty and it will not be tolerated by the Department of Physical Therapy. Plagiarism is defined as "stealing somebody's work or idea: copying what somebody else has written or taking someone else's idea and trying to pass it off as original" (Encarta dictionary, 2004). The student handbook, The Lowdown, defines plagiarism as one form of academic misconduct that is "subject to investigation and disciplinary action through appropriate university procedures."

There are numerous types of plagiarism with one of the most common occurring with "copying and pasting" from internet sites or other written work. It is the Department of Physical Therapy's policy that students present their own work appropriately referenced to source material. Exact phrases or sentences from source material must be in quotation marks. The failure to place exact phrases or sentences from source materials in quotes will be considered plagiarism and the academic dishonesty policy will be

enforced. This may include a failing grade for the course in which the assignment was plagiarized. See the bulletin and the Student Handbook Lowdown for more specifics regarding disciplinary actions following academic dishonesty. Students are encouraged to visit the university's website

<https://www.southalabama.edu/departments/academicaffairs/resources/policies/studentacademicconductpolicy8.15.18.pdf> for more information regarding plagiarism. **Individual instructors may have more specific guidelines concerning plagiarism within a given course or assignment.**

TurnItIn.com

The University of South Alabama is committed to the fundamental value of academic honesty. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com, or a similar detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism in such documents. As part of this process, you may be required to submit electronic as well as hard copies of your writing. By joining this program, you agree that all assignments may be subject to some form of originality review. A paper not submitted according to procedures and format set by the teacher may be penalized or not accepted at all.

Professional Behaviors Expectations

Professional Behavior expectations were provided in the Matriculation guide and are also located in Appendix B. Regarding professionalism, the department faculty will view each student as a professional from day one of the DPT program and are committed to maintaining high standards of professionalism and fostering professional behaviors. Therefore, we encourage you to consider how you present yourself in all life-settings, all social media pages, and particularly when you identify yourself as a PT student of the University of South Alabama DPT program. PT students are expected to conduct themselves in a professional manner at all times, including respectful interactions and communication with peers, staff, faculty, clinical instructors and patients. The following documents are considered the guidelines for professional practice and conduct:

1. The American Physical Therapy Association's "Code of Ethics"
2. APTA "Guide for Professional Conduct"
3. "Professionalism Core Values" document
4. Professionalism Core Values Self-Assessment

Students should download and read these documents to guide their behavior! Students must also be aware of and abide by the State of Alabama Physical Therapy Practice Act.

We encourage you to consider, beginning now, how you present yourself in all life-settings, including in and out of the classroom, particularly when you identify yourself as a DPT student and as a student of the University of South Alabama DPT program. To avoid problems, consistent with the APTA position, students must be aware that what is posted online can become public domain and available to future employers and colleagues. It is important to realize that you can be personally, ethically, and legally responsible for posting opinions and comments made on social media sites, even those sites personally maintained by you. It is never appropriate to post information about a patient or patient setting. Demonstration of professional behaviors in all venues, including social media, is an expectation of our program. By self-monitoring content you post, you can facilitate effective professional behaviors and constructive working relationships. If you see content posted by a colleague that appears unprofessional, you have a responsibility to bring that posting to the attention of the individual so the person can modify or remove the content. As a student in the program, it is important to recall that you represent not only yourself, but also the Department, the College, and the profession. It is best to pause before you post – think of how others, especially those who may not know you well, may perceive and respond to what you wrote.

Social, business, and healthcare networking sites (e.g. LinkedIn, Facebook, Twitter, Flickr, YouTube and others) are increasingly used for instant and far-reaching communication. These new venues allow for greater collaboration but can also unintentionally contribute to crossing privacy, confidentiality and professional boundaries. Discretion and confidentiality are imperative for physical therapy students. As part of the clinical curriculum, DPT students have access to sensitive and legally protected health information that must be safeguarded from unlawful or inappropriate release that could compromise the patient, the DPT student, and the University. Furthermore, a DPT student's professional image is important and should be protected. Portrayal of unprofessional behavior may impair a DPT student's ability to effectively practice physical therapy, become licensed, and/or participate in positions of trust and responsibility in the community. Students are responsible for acquainting themselves with and adhering to policies as adopted by APTA in the STANDARDS OF CONDUCT IN THE USE OF SOCIAL MEDIA . Additional resources for social media tips and best practices are available at <http://www.apta.org/SocialMedia/Tips/>.

Keep in mind social media is Public, Permanent, and Powerful! "Ask yourself if what you are putting on your social media site is professional and whether it exemplifies the professional image you want to have out there," suggests Paul Welk, PT, JD <https://www.apta.org/apta-magazine/2016/12/01/plugging-into-social-media> . The intent of this policy is to set guidelines for appropriate use of these resources as they relate to DPT student education at the University of South Alabama and encourage best practice. This policy also applies to the posting of pictures and videos on social media. Innocent

posting of pictures from service learning projects or clinical experiences may be considered a breach of confidentiality, if no permission is granted.

Notification legislation exists in Alabama that requires for physical therapists and other healthcare workers “when the child is known or suspected to be a victim of child abuse or neglect, shall be required to report, orally, either by telephone or direct communication immediately, followed by a written report, to a duly constitute authority (Alabama Mandated Reporter (Child)). In addition, Alabama requires reporting of any form of suspected abuse, neglect or exploitation of an adult who is physically or mentally incapable of adequately caring for his or herself (Alabama Mandated Reporter (Adult))

It is also very important to consider the most appropriate way to respond to constructive criticism and feedback throughout the program. Effectively deal with positive and negative outcomes resulting from assessment activities.

As a guideline, the Professional Behaviors Tool (2009) are “attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession.” These ten generic abilities were identified through a study at the University of Wisconsin-Madison and were updated in 2009 and are used as a general guideline for expected professional attributes required in all students throughout the program (Professionalism Core Values Self-Assessment).

Each entering PT student should know that there are several behavioral factors that may impede a student’s ability to gain state licensure as a physical therapist and should be kept in mind throughout the three-year program. A felony conviction will likely prevent a PT graduate from being licensed as a Physical Therapist. This is true not only in Alabama, but in most States of the US and in many foreign countries. If this is an issue, you should inquire now in writing to the PT licensure board in the state in which you intend to seek licensure upon graduation. When applying for PT licensure after graduation, each applicant must provide character references from at least two individuals, often PT faculty members (many states require this).

In Alabama, each character reference will have to answer the following questions regarding you:

- “Have you ever observed or are you knowledgeable if the applicant has:
- a. ever practiced physical therapy unlawfully or unethically?
 - b. ever used drugs or intoxicating liquors to an extent which affected his professional competency?
 - c. ever been convicted of a crime (disregarding minor traffic violations)?
 - d. ever been grossly negligent in the practice of PT?”

Behavior and techniques in labs should always be at the highest professional level. In the first week of class, students will be asked to sign a “Consent to lab treatment and draping” form which will be retained in your department file.

Evaluation of the wide range of Professional Behaviors described above in this section, will be incorporated through the curriculum. Incidents in violation of these principles will result in referral to the Professional Behavior committee.

Students should not take photographs of patients/clients or research participants without written permission from the individual and the sponsoring organization. Students should also not take videos of classes and labs without permission of the course instructor.

Professionalism and Engagement Feedback

The faculty advisors will provide students regular feedback regarding professionalism and engagement in courses. This is intended to help students develop the critical skills needed for the physical therapy profession.

Students that have areas of concern related to professionalism may be referred to the Professional Behaviors committee. Students that continually fail to meet professionalism standards may be referred for disciplinary action including potential dismissal from the physical therapy program.

Attendance at Lectures

Although lecture attendance is not required unless otherwise specified by the course instructor, regular attendance at lectures is strongly encouraged and expected. Students that miss lectures are not allowed to make up quizzes or other classroom assignments that are completed during class unless the student provides documentation of the absence prior to missing the class. Students are responsible for any coursework missed due to the absence. Faculty are not responsible for additional instructional time outside of the regularly scheduled class. Students should follow procedures for notifying faculty of absence.

Attendance at Labs

In order to develop a knowledge and skill base for the practice of Physical Therapy, students are **required** to attend every lab session indicated on each course schedule. A record of individual student attendance will be documented through the departmental Professional Behaviors Form. Students should follow procedures for notifying faculty of absence.

Attendance at Special labs / Clinics

Special Labs / Clinics are additional assignments made by the academic faculty to supplement or enhance classroom teaching and develop professional skills. These assignments must be attended as indicated by the course coordinator / faculty member. If a student is unable to attend a special lab or knowingly will be late, the student is required to notify the course coordinator or faculty instructor in advance. Students should not contact the facility where the special lab is to be held. Students may not attend a lab other than the assigned lab without special permission of the course coordinator / faculty instructor. Students should follow procedures for notifying faculty of absence.

Your behavior should be professional when attending special labs and clinics, especially those that take place in PT clinics, rehab centers, hospitals, and community settings. Remember you are representing the department, the University and the profession. Students should wear appropriate clothing that represents the DPT program (see Dress Code).

Attendance for Clinical Education experiences

The standards for absences and tardiness during clinical experiences are found in the "*Clinical Education Student Handbook*" and syllabi for the internship courses that will be distributed prior to clinical experiences. These are considered official departmental policies. The Department maintains stringent rules regarding abuse of these policies because clinical education involves direct patient care and volunteer clinical instructor faculty, and poor performance reflects inadequate professional conduct on the part of the student.

Attendance for Examinations

Students are expected to be present and ready prior to the scheduled time for all scheduled examinations in every course offered in the program. Failure to attend a scheduled examination may result in penalties for the student and failure in the subject. This may place the student's position in the program in serious jeopardy. Faculty require students to wait outside the testing room until the faculty member arrives and scans the room. During the examination, students may sit in assigned seats and will use dividers between students. **In the event that a student will be late to an exam, the student is expected to notify the Department office at 251-445-9330 in advance, unless rare circumstances prevent advance notice.**

Absence from a scheduled examination on medical grounds must be supported by a physician's note. This document should specify that your absence was legitimate (for appointment or physician-prescribed leave) and the inclusive dates of the illness / injury and Doctor's visit. You must be able to show that your absence was due to a specific

medical complaint. Because of the complicated scheduling of examinations, it is very important that all students attend the exams at the times specified. In many instances, there will be a number of students who will act as patients for their colleagues and absence from the exam may seriously interfere with another student's examination. It is, therefore, very important that all students recognize their responsibilities to their colleagues during the examination process.

Faculty members reserve the right to administer any make-up examination at the end of the semester and to administer the make-up exam, at least in part, as an oral examination.

Other reasons, such as involvement in a traffic accident on your way to an examination, may constitute a *bona fide* reason for absence at the discretion of the instructor.

Remember, you must call the Department and inform us of the situation (251) 445-9330 as soon as possible, and bring appropriate documentation (accident report) to the professor / instructor involved.

Tardiness

Students are required to attend class on time. This means getting to class at least a few minutes before the class begins to be in your seat and ready. In general, all classes begin on the hour and finish at ten minutes to the hour to give students adequate time to get to the next class. Labs will typically have one 10-minute break after 2-3 hours. Please don't disrupt labs by taking a break in the middle of labs. Faculty will announce when lab breaks will start. Faculty will document absences through the departmental Professional Behaviors Form. Remember the best way to avoid being late for anything is to plan to arrive early, don't plan to arrive just in time!

Bereavement

Upon the death of an immediate family member, physical therapy students may be granted an excused absence up to a maximum of three days. For purposes of this policy, immediate family is defined to include the following: spouse, mother, father, sister, brother, son, daughter, mother-in-law, and father-in-law. Exceptions to the definition of immediate family member may be approved by the Department Chair. Please note that attendance of funeral service is defined in most course syllabi as a reason for an excused absence. In this case, documentation is required and the procedure will follow your typical clearance for establishment of an excused absence with your Course Coordinator and Department Chair as needed.

Vacation

Students receive the holidays posted on the University Academic Calendar website except during participation in PT Internship courses.

(<https://www.southalabama.edu/academiccalendar/>)

Student Wellness

The DPT Faculty recognize and support the critical need for students to maintain their individual health and wellbeing. Each week, the program has allotted time for wellness opportunities and these times will be noted on the Google Calendar. In most cases, this will be time that is granted “off” that students may use to attend necessary physical and mental health appointments. Such appointments include those to address preventive health care, acute illnesses, chronic illnesses, physical therapy, and counseling/psychological services. Students who are parents are excused to attend their children’s appointments that fall under these categories as well. A student may attend the appointment of a family member for which they are considered the caregiver. In the case the student is unable to schedule appointment during these “off” times, the following steps apply in this circumstance:

1. Every effort should be made to schedule appointments during less active days and time periods (for instance, lecture instead of lab time).
2. As much advance notice as possible should be provided by the student to the appropriate faculty member or Department Chair regarding the date/time of the appointment and what time the student anticipates leaving and returning.
3. Documentation of the appointment by the provider should be able to be provided if necessary (NOTE: Personal information regarding the nature of the appointment is not necessary. The only documentation required is the date/time of the appointment and that the student was in attendance). Documentation should be uploaded to the Professional Behaviors Form.
4. Make-up activities will be assigned at the discretion of the course instructor/ coordinator.

Procedures for Notifying Faculty of Absence or Tardy

- 1) Students will notify the faculty members affected prior to class if they expect to be absent or tardy.
- 2) It is expected that students will be able to provide documentation to substantiate absences or tardiness due to illnesses or emergencies. Students must upload the documentation to the Professional Behaviors Form.
- 3) Students have the right to petition faculty for an excused absence or tardy prior to or after the fact; however, if a student fails to notify the department of the absence or tardy prior to class, the event will remain unexcused unless faculty determine the lack of contact was justifiable and/or unavoidable.
- 4) It is the responsibility of the student to contact each faculty member about missed

assignments and to follow up in a timely manner.

- 5) Students should not send a message about an absence or tardy via another classmate.
- 6) For excessive absences (two or three consecutive class meetings) due to illness, death in family, or family emergency, the Dean of Students' office should be advised. Absence notices will be sent to each instructor notifying him of the reason for and the approximate length of the absence. This notification does not constitute an excused absence.

Note: Students that miss class excessively and have grades below a "B" course average will be referred to the Professional Behaviors Committee. Abusive irregular attendance and tardiness may be used as grounds for other disciplinary actions, or to dismiss the student from the program and certainly will reflect on your professionalism when the faculty are called upon for references.

Lab Policy

Lab experiences may involve a variety of formats, including but not limited to cognitive, hands-on, and performance-based activities. Attendance is required for all laboratory experiences. The program expects you to actively participate in all laboratories, which is essential for learning. Developing skill proficiency requires additional preparation outside of the classroom setting, which may include completion of associated readings, assignments, discussion, or practicing a skill. Skills taught in the laboratory setting progress in difficulty level, which requires the student to feel comfortable with skill attainment before increasing the difficulty level of that skill.

Safety is our primary concern for the student performing the skill and for the laboratory partner receiving the treatment. If at any time you are not comfortable performing a laboratory skill, you are responsible for notifying the lab instructor or course coordinator that you are uncomfortable in performing that skill. The lab instructor or course coordinator will make an effort to modify the skill or provide additional assistance in learning the new skill. If you are the student receiving treatment, you are responsible for notifying the lab instructor or course coordinator of known contraindications to a procedure or if you do not feel comfortable receiving the treatment. Lab activities are intended to reinforce or develop clinical skills necessary for safe and effective physical therapy practice. Ultimately, the skills you develop in labs can help to improve your future clinical performance and patient outcomes. Failure to participate in laboratory activities may negatively impact your ability to meet course requirements and your successful attainment of clinical competence; which, subsequently, may impact your ability to progress through the curriculum.

Examinations

Scheduling of Examinations

Final exam week in a professional graduate program is a demanding and hectic week. Final exams are scheduled by the department, and will be different from the University final exam schedule, to accommodate the PT student body by optimally spacing the final exams and final practical exams, sometimes beginning the last day of class. The final exam schedule will be announced well in advance. The schedule for final examinations held at the end of each Semester will be posted by the faculty schedule coordinator as soon as available. Students are strongly advised not to make travel plans to leave town immediately following the last exam. If there is a problem, it may be necessary to contact the student to arrange a suitable solution. This will be difficult, if not impossible if the student has already left town. It is each student's responsibility to make sure the office always has current contact information for you.

Failure to attend a scheduled final examination is regarded as a serious issue. Students who are ill at the time of such an examination will be allowed to sit for an appropriate make-up exam, provided their absence is supported by a physician's certificate, stating that a specified medical problem prevented the student from sitting the exam. In all other cases (e.g., traffic accident, death of a close family member, etc.), special permission of the Department Chair is required, after consultation with each faculty member in charge of any courses that will be involved.

The scheduling and content of all mid-semester examinations / assignments is determined by the individual faculty member running the course. Alterations to these arrangements are made at the sole discretion of the faculty member concerned. At the course coordinator's discretion, a make-up exam may be given at the earliest time possible, consistent with the schedules of the student and faculty member or may be scheduled at the end of the semester. Some faculty members may require that make-up exams, at least in part, include oral examination. Some faculty members require a 100% vote from the class to consider a class request to reschedule an examination.

Important Note!

In all Final Examinations (those held close to the end of each semester) students should be present in advance of the scheduled start of the exam. This will allow sufficient time for all examination procedures etc. to be announced prior to the start of writing. A student who arrives late for a scheduled exam, without an appropriate reason, will not be given extra time to complete the examination. All decisions to allow extra time for lateness etc. will be the sole discretion of the Faculty member (or their designate) supervising the examination.

Feedback from Examinations

Faculty will schedule time to review, with the class, each exam that occurs during the semester, after everyone has taken the exam (either in class or outside of the class period) to facilitate optimal learning and understanding. Students may request review of a final exam after they return the next semester. Faculty view examinations as an essential part of the learning process and will provide feedback regarding items a larger portion of the class had issues. Faculty are available for appointments with students who want specific feedback about their test-taking or individual exam performance. Some faculty require that issues about specific test items that are posted with key answers be raised with the instructor before the grades are posted so adjustments can be made to the answer key. In no situation should a student attempt to argue with faculty to increase their score. Please be aware that faculty use a variety of means to determine whether a test item needs adjustment or not, including computer item-analysis of all MCQs with percentage wrong for each item and point-biserial correlations.

Scorebuilders Practice NPTE Exams

Students will complete Scorebuilders exams in Fall Year 2 and at the beginning of Summer Year 2. This exam is used to provide formative feedback to the student's current level of proficiency in preparation of the National Physical Therapy Exam (NPTE).

Comprehensive Capstone Exam

Students will take the FSBPT PEAT® comprehensive exam following completion of the second year of the DPT program (Fall Year 3). The PEAT® exam is a 250-question exam based upon the NPTE format. Students must pass the exam with a score of ≥ 600 to graduate from the USA DPT program. Students that score >650 on the retired NPTE form may be allowed to take the NPTE in April of the graduation year. The following criteria is used to determine if a student can sit for the board exam early:

1. Maintain a cumulative GPA ≥ 3.80 within the program upon the end of Fall term of your third year.
2. Achieve a first-time academic PEAT score ≥ 650 on the retired NPTE form by March 1.
3. Have no professionalism issues documented within the program upon completion of Fall term of your third year.
4. Complete learning contract for PT 684 / PT 686 (See [Appendix D](#)).

Students who fail the retired NPTE will be offered another opportunity to pass the NPTE using another form of the PEAT® exam. If a second exam is failed, the student will be required to complete a remediation plan to demonstrate competency.

Family Education Rights and Privacy Act (FERPA)

FERPA protects a student's educational record, regardless of how the record is maintained and who maintains it. An education record consists of paper as well as electronic data. Besides grades, it typically includes test scores, comments, evaluations and similar assessments about a student, maintained by an instructor, counselor or any other school official.

FERPA prohibits any person connected with the institution, including administrators and faculty from improperly disclosing student information. At institutions of higher education, students may authorize the release of their educational records, but only the student has the exclusive right to decide whether or not to authorize the release. There are some circumstances where educational records may be released without the student's permission. For instance, records may be disclosed to other school officials, including teachers, within the institutions, whom the institution has determined to have legitimate educational interests. The department will only release information related to FERPA with completion of forms.

Student photos, student IDs, email and hometown will be placed on the department's physical therapy drive. Students must complete the departmental Information Release Forms at orientation to allow the release of information for departmental use (See Canvas shell)

Tips for Academic Success

Studying challenge.

- You are about to enter a process that will prepare you for a career in Physical Therapy. The transition will be challenging yet rewarding. Many of you are going to face academic challenges you haven't experienced before. ***So, make learning, not memorizing, your goal*** for the material presented to you. This will require you to adopt a strong work ethic. You will be expected to have a working knowledge of material from all required prerequisite courses completed prior to admission (human physiology, algebra/trig, physics, statistics, etc.) and therefore you should review key concepts before each course. Throughout the curriculum, you will use the information you have previously learned in subsequent semesters. Memorizing will not be sufficient. Consistent, early,

steady, and progressive study with application is essential! You may find that you will need to develop learning skills that you have never used prior to physical therapy school. Consider a study skills session with the Counseling and Testing Center on main campus. Don't wait until it is too late!

- As a general rule, you should expect to spend approximately 2 hours outside of class each week for every credit hour engaged in study and mastery application activities.

Be proactive.

- Push yourself to work ahead so that you do not fall behind later in the semester. Time management is key!! Plan your time around priorities. Faculty members do notice.

Enjoy!

- Although you'll be working harder, MAKE time for yourself and your significant other(s).

Attitude is important.

- Do not let the work required of you weigh you down emotionally. It has been said that life is 10% what happens to you and 90% how you respond to it. This is true in all areas of life, not just with a Physical Therapy program.

Be considerate.

- Support your classmates and avoid making divisions among the class. Remember, you are all in this together.

Consider relationships:

- Explain to your family and other significant individuals what is going to be required of you and keep an open line of communication (PT school will strain almost any relationship if you allow it).
- Develop friendships with classmates but realize that close personal relationships, if they don't turn out as expected, can make for awkward situations over the next few years as you spend significant time with your class.

Student Leadership / Organizations

Class Officers

Class Officers for your class will be elected by the class during the first month of the semester. The Year-II Class President will schedule a time with the Department Chair and the PT Club Advisor to conduct the Year-I elections within the first month. The class officers will conduct the various activities of the student body. Students are encouraged to run for office only if they feel they can maintain the rigorous academics and the leadership responsibilities. Class Officers are required to maintain a 3.0 GPA throughout the entire program without academic or behavioral problems and should be

exemplary pace-setters in motivation, organization, leadership, and especially professionalism.

Class Officers include the Executive Council members (listed in ALL CAPS) and Committee Chairs listed below. The Department Chair and the PT Club Advisor will provide to the Class Officers a list of more specific duties, and will post it on the class bulletin board. The class officers must communicate frequently with the Class Faculty Advisor, and involve the Faculty Advisor in all major decisions of the class, particularly before making any major decisions! (see PT Club and Pre-PT Club for more specifics). The class will determine minimum standards for participation in class meetings, class events, and fundraisers, with specific loss of class privileges for those who fall below the minimum standards.

Only the class President, not individual students, should explore and negotiate all potential schedule changes with faculty. Part-time faculty should never be approached directly about schedule changes. Potential changes should be discussed with the course coordinator. Course coordinators will make the determination of whether or not to honor a requested schedule change.

It is essential that any student, in making contact with entities both inside and outside the University, should make it clear that they are not representing the University. Please refer any issues that relate to the class or participation with external groups to the Department Faculty.

A class officer may be officially removed from office by action of the Department Faculty. Grounds for dismissal are: 1) Noncompliance with Department policies and procedures, 2) Failure to perform duties of office, 3) Failure to attend required meetings, 4) Academic difficulties. Appeal of the dismissal must be specifically outlined with rationale and submitted in writing through the Department Chair.

EXECUTIVE COUNCIL:

- **PRESIDENT:**
 - Presides over class meetings
 - Coordinates all class activities and assures compliance with department policy
 - Liaison between the class and the department chair/faculty
 - Coordinates recruiter events and special lectures (must clear with the department calendar)
 - Checks the class mail-slot.
- **VICE PRESIDENT:**
 - Presides in absence of president

- Assists the president, liaison to the undergraduate Pre-PT Club (must maintain communication with Pre-PT Club Faculty Advisor)
- Submit forms to SGA.
- **SECRETARY/ Historian:**
 - Responsible for any correspondence
 - Prepares written and photo materials to archive class history, in the form of a yearbook or photo CD, DVD to present to the Department archives
 - Makes arrangement for class composite photo.
- **TREASURER:**
 - Establishes the Class Bank Account (Signatures?)
 - Management and accounting of the class funds
 - Prepares for the cost of Year-I welcome event, the graduation banquet, and any philanthropic donations, provides reports to Department Chair.
- **COMMITTEE CHAIRS:**
 - **Social Chair:** plans social events for the class and faculty, particularly the graduation banquet
 - **Recruitment Liaison:** assist with prospective student recruitment by providing student-specific information to visiting, interested students
 - **Fundraising Chair:** coordinates fund-raising events and contributions by class members toward class expenses, donations, etc.
 - **Service Chair:** coordinates all service activities of the class, including service learning
 - **Intramural / T-shirt Chair:** recruits intramural players for class teams and facilitates class involvement in intramural sports. Also coordinates T-shirt designs, orders and distributes all class T-shirts.
 - **APTA Student Liaison:** serves as class liaison to APTA and ALAPTA, distributes APTA information to the class. From Spring of Year-I through Fall of Year-II, will serve as the ALAPTA Student SIG liaison from the department. << This person could also be the Class VP >> and should work with the faculty member that is the APTA representative.
 - **Clean-up / Recycling Chair:** The "**Clean-Up Czar**" should have organizational abilities. Coordinates the class clean-up schedule, inspects the classrooms, labs, and student lounge regularly and coordinates the class recycling service activities. This Chair coordinates clean-up activities for Fall and Spring of Year-I and the Summer semester of Year-II. The Year-II Clean-Up Chair coordinates the department recycling efforts in Year-II and clean-up coordination during the part of Summer Semester that Year-I students are on clinical internships. THE WHOLE CLASS SHOULD COOPERATE WITH THE CLEANUP CHAIR TO ASSURE THAT ALL CLASSES AND LABS ARE TIDY EVERY DAY.
 - **Clinical Education liaison:** responsible for working with the DCE and Asst DCE to disseminate and clarify Clinical Education information.

Once officers are elected, the first duty of the President is to schedule an officer's orientation session with the Department Chair and Faculty Advisor during the lunch hour one day. Each officer and committee chair should meet with the person who holds the corresponding office in the Year-II class to discuss duties and ensure a smooth transition. The President of each class is invited to attend Faculty Meetings to provide an important link with the administration of the Department and present any issues raised by students for faculty consideration. In addition, the Class President should consult with the Department Chair frequently and check the Class Mail-slot in the main office daily for correspondence and announcements pertinent to the class. These systems allow matters affecting the whole class to be discussed and addressed promptly. In effect, there is an 'open channel' of communication at all times between the Department Chair and the Class President.

Class Finances

The Class must establish an official class bank account with signatures by the Treasurer and President for the purpose of supporting class activities, such as fundraisers and class projects. Funding for professional development is a separate account (see PT Club). The university-based accounts require the signature of the PT Advisor with funds accessed through the Department of Physical Therapy. The Treasurer should discuss pros and cons of establishing an account through the University (contact is Anita Miller in Accounts Payable) or with PT Club Advisor. With a University account, payments (like SGA funding) are completed through direct deposits with purchase order requests filed to access funds. Angela Smith, the PT Department Secretary, can also explain what forms need to be filled out. The DPT Class Treasurer is responsible for strict accounting of all class income and expense whether the account is on or off campus. This accounting must be presented annually in May to the Faculty Advisor and Department Chair for review. The class must raise funds to support class events, including, but not limited to, 1) the first-semester *Welcome Event* for new Year-I DPT students sponsored by the Year-II class early in the Year-I students' first semester, 2) The *Graduation Banquet* which traditionally takes place the evening before Graduation. Classes also typically raise additional funds to make a donation to the department scholarship fund as a class gift at graduation. Donations to the University from student groups or individual students or alumni have been matched so the gift is doubled and supports ongoing growth of our PT scholarships. In accordance with Student Organization Account Guidelines, the faculty advisor or designated representative from the Department of Physical Therapy for the Pre-PT and the PT Clubs will facilitate and oversee the financial records of the organizations. The Department of Physical Therapy only provides supervision for on-campus accounts and will not provide signatures for off campus accounts.

Recruiter List

Potential employers of physical therapists frequently request a list of contact information for current students. Students voluntarily provide the information and the list is sold as a fundraiser for the class. Each student provides the information they agree to have shared with recruiters. The recruiter list fee is set by the department but goes to the class treasury as a fund-raiser up until two weeks before graduation. After this time, any recruiter list fees received are deposited directly to one of the PT Scholarship accounts.

Pre-PT Club

The undergraduate Pre-PT Club, coordinated by the Faculty Advisor with help from the DPT Year-I Vice-President and classmates, will serve to:

1. recruit undergraduate students to the PT profession
2. provide timely and accurate information to students about the PT profession, the DPT Curriculum and the admissions process (including interaction with PT faculty members and PT clinicians)
3. provide for social interactions of undergraduate PT pre-professional students among themselves, with professional DPT students, and with PT faculty and PT clinicians.

The Year-I DPT Class Vice-President serves as the class liaison with the undergraduate Pre-PT Club along with other Year-I classmates to work with the Faculty Advisor and undergraduate organization to develop and implement a schedule of informative programs and activities. The Pre-PT Club Faculty Advisor (a physical therapy faculty member) will be involved with the direction of club activities and must be informed of all programs and activities, including schedules, for the Club. Pre-PT Club members must receive adequate and regular benefits from their membership.

PT Club

PT Club is a DPT student professional development organization to support travel for educational opportunities and presenting at PT related conferences. The designated faculty advisor of the PT Club serves as a point of contact that assists with consultation, leadership development, financial direction, and continuity. The advisor works with the Treasurer to monitor the organization's budget, assists with the implementation of account reconciliation and balancing procedures, meet with officers to discuss goals, activities, and financial status for professional activities, interpret University of South Alabama policy, guidelines, and procedures, familiarize new officers with duties, protocol and history to keep the PT Club on track, helps PT Club set short and long term goals and encourage generations of new ideas, and ensure that the PT Club annually files the registration paperwork with the Office of Student Activities where the Student

Government Association (SGA) is housed. All funds for this organization are coordinated through the on-campus PT Club account already set up through the Department of Physical Therapy. The class treasurer is the designated officer for this account and must follow rules for access as set by the university and SGA. More information will be provided in the first officer's meeting. An officer of the class must attend meetings as required by SGA to be eligible to receive funds, such as annual financial meetings and leadership day. The VP of the class is responsible for submitting yearly applications for membership to SGA. USA Release from Liability Forms must be completed and returned to the Student Affairs Office for approval prior to any travel off campus.

Professional/Interprofessional Involvement & APTA Membership

As new professionals, the department expects each student to join the American Physical Therapy Association (APTA) to enhance learning about their profession. Membership is essentially required in that numerous courses across the curriculum require reading and application of APTA member-accessible resources. Students will be instructed in how to register online to receive a student membership discount. The department is asked to report numbers of students who are APTA members, so upload your APTA membership card to your Class Canvas Portal each year so we can record your membership, expiration date and any specialty sections you joined. The annual fee is greatly discounted for students and is an important step in supporting the association, which does tremendous work for our profession and preparing an optimal practice environment for you after you graduate. PTs who have been APTA members during school enjoy a significant membership discount for several years after graduation! On several occasions throughout the program, including the graduation banquet, students who are APTA members will be recognized.

As part of professional development and to present opportunities to gain a broader view of the PT profession, the department encourages students to attend state and national PT conferences, particularly when they are in the southeast region of the country. The Alabama Chapter APTA Annual Conference is typically held in the central part of the state in August. The APTA Combined Sections Meeting is held in various locations throughout the U.S. in February each year. Upon request from students who plan to attend, and when feasible, the department will make schedule changes or accommodations for students to make up work that is missed during the conference, particularly when a greater proportion of the class plans to attend. If classes are rearranged, additional assignments will be tailored to enhance the national conference experience for students. The department requires students to attend a **minimum of 8 hours** of professional development at PT professional organization conferences/courses/physical therapy-related business meetings (local, regional and national) during the three years of the program, which must be completed and documented by April 15 of the final year. Students must document fulfillment of this requirement and provide proof such as a certificate of attendance, registration

confirmation with specific programming stamped, the conference schedule signed by the session moderator or course speaker, or agenda/meeting minutes of business meetings attended (e.g., APTA student interest group). Students should submit their documentation to the Canvas Student Cohort Portal.

Interprofessional Education and Collaborative Practice

To incorporate interprofessional education, the department has implemented several learning opportunities in which PT students will engage in various activities with students from other disciplines. Some of these activities, particularly in the second year, will include service, research and clinical care opportunities in a variety of settings to meet healthcare needs, including underserved populations. Students will be notified in advance of these required interprofessional activities.

Service

As part of service involvement and to present opportunities to gain a broader view of the PT profession, the department requires students to participate in service activities to the university, department, or local community. The department requires students to complete a **minimum of 10 hours of service** prior to graduation (2 hours of which must be to the department), which includes recruitment activities (e.g., high school recruitment day, USA Day), assisting with admissions, and department outreach (e.g., setting up a tailgate, involvement in Pre-PT Club). Eight (8) hours are required for community service activities. Service activities that are required for a course are **NOT INCLUDED** in the required 10 hours of service. Service activities must be documented through Canvas Student Cohort Portal by uploading documentation. Failure to submit activities to Canvas will result in loss of those service hours!!

Graduation

Graduation Applications

Students are responsible for timely submission of graduation applications to the registrar's office. Refer to the University calendar for specific graduation application deadlines. The University now has a policy that late applications for graduation will not be accepted, and could result in a delay of the official graduation and diploma date. Usually applications for Spring semester graduation are due in early Fall semester. Candidates for the Doctor of Physical Therapy degree will have to submit their graduation application in early Fall of the third year, prior to leaving for the Clinical Internship - II. Failure to submit graduation applications by the stated deadlines may result in a delay in graduation and delivery of the diploma!

Pledge/Oath for Physical Therapy

This oath has been developed by the APTA Academy of Education and will be used as part of the graduation celebration. You should reflect on the content throughout the curriculum as a target for which you will aim

throughout the PT program:

Pledge for Physical Therapy

As a physical therapist dedicated to providing the highest quality care and services, I solemnly pledge I will:

- Respect the rights and dignity of all individuals who seek my services or with whom I work;
- Act in a compassionate and trustworthy manner in all aspects of my services;
- Exercise sound professional judgment while abiding by legal and ethical requirements;
- Demonstrate integrity during interactions with colleagues, other health care providers, students, faculty, researchers, the public, and payers for the enhancement of patient care and the advancement of the profession;
- Enhance my practice through life-long acquisition and application of knowledge, skills, and professional behavior;
- Participate in efforts to meet physical therapy and health care needs of local, national, and global communities.

Thus, with this oath, I accept the duties and responsibilities that embody the physical therapy profession.

(Based on APTA Code of Ethics) revised Fall 2011

Use of term "Doctor"

Consider appropriate use of the term "doctor", especially in clinical settings. The American Heritage College Dictionary (2000) defines doctor as "A person who has earned the highest academic degree awarded by a college or university in a specified discipline." Too great an emphasis on the term "Doctor" can be detrimental. While most faculty members have doctoral degrees, when we see patients, our patients typically refer to us by our first name. It is our sense that most physical therapists with doctoral degrees do not make a big issue of it with their patients/colleagues (similar to pharmacy and law).

A statement regarding use of the title "doctor" was adopted by the APTA House of Delegates in 2006:

USE OF THE TITLE "DOCTOR" BY PHYSICAL THERAPISTS HOD P06-06-21-14
(Program 32) [Position]

The American Physical Therapy Association supports the use of the title of "Doctor of Physical Therapy" only for those physical therapists who have graduated from a DPT program. In order to provide accurate information to consumers, physical therapists who have earned a Doctor of Physical Therapy Degree (DPT) and those who have earned other doctoral degrees and use the title "Doctor" in practice settings shall indicate they are physical therapists, consistent with the Alabama Practice Act. Use of the title shall be in accordance with jurisdictional law.

Alumni Activities

Alumni provide valuable information to the Department of Physical Therapy about the effectiveness of our program. Graduates should provide the program with current address and current employment status immediately after graduation and as changes occur. Graduates of the program are strongly encouraged to complete and return to the University any follow-up surveys or questionnaires sent to alumni to support the continued improvement of our Doctor of Physical Therapy Program.

Student Services

Access & Accommodation Services

Students with Disabilities <https://www.southalabama.edu/departments/sds/>
Each student must read and sign the departmental Core Performance Standards form prior to starting PT school. Students with a qualified disability who require an accommodation should bring their needs to the attention of the relevant faculty member(s) as soon as possible, or immediately after the first class meeting for each course. The following two statements apply to each course in the DPT curriculum. In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Center for Educational Accessibility & Disability Resources will certify a disability and advise faculty members of reasonable accommodations. If you have a specific disability that qualifies you for academic accommodations, please notify the professor of each course and provide certification from the Center for Educational Accessibility & Disability office. The Office of Student Disability Services is located at 6001 South Dr, Suite 75; phone: 251-460-7212 and email: disabilityservices@southalabama.edu.

University Libraries

You will receive an orientation to all library services and instruction in effective evidence sources and search strategies in the PT 610 course during the first semester. The Main University Library is located on North Drive on main campus and is housed in a state-of-the-art facility.

The Biomedical Library, with most literature related to PT, is housed in three sites:

Baugh Biomedical Library on the main campus, contains all allied health literature and basic medical science, including the PT and OT journals. This is our main biomedical library branch.

Here is the link to the Biomedical Library Website:

<https://www.southalabama.edu/departments/biomedicallibrary/>

The online catalog "SouthCat" can help you determine the location of any particular book or journal you are seeking. Students should set up their Interlibrary Loan accounts with the Biomedical Library, NOT the University Library. With a FREE Biomedical Library Interlibrary Loan account, graduate students may request up to 10 articles per month. Register for an ILL account from the main Biomedical Library page and look for "Order an Article/Book" then click the "FIRST TIME USERS" link. Keep your login/password handy for use throughout the curriculum. A frequently asked question link (FAQ) can be found on the ILL webpage. The Librarians will discuss this during their orientation session.

SPECIFIC STUDENT REQUIREMENTS

Equipment

Students are required to purchase several items of equipment for use during their academic career and after graduation. These items can be purchased separately at local medical suppliers or a local vendor will package a complete student kit for purchase. It is the responsibility of the student to acquire the needed supplies. Specifically, at this time each student is minimally required to have:

1. Goniometer (large and small sizes, finger goniometer)
2. Tape Measure
3. Reflex Hammer
4. Stethoscope/ Blood Pressure Cuff
5. Sensory Testing Kit (two-point discrimination, sharp/dull tester)
6. Lab coat
7. Name tag
8. Gait belt
9. Pen light
10. Tuning fork
11. Pulse Oximeter

Appropriate Dress and Personal Appearance Requirements

Dress Code

Students are expected to appear neat, tidy and professional at all times. There are many other departments in the Health Sciences building, including clinics where health care professionals are conducting clinics. Students should be aware that they always represent the Physical Therapy Department and profession when on the premises and should dress appropriately at all times. Professional attire is required for all occasions with guest lecturers. Professional attire is required for all students (no shorts, or T-shirts) on days that no lab is scheduled. Slogans on class T-shirts that students want to wear for labs should be approved by the faculty before they are produced. We believe that the way a person dresses affects their behavior. It is considered impolite and unprofessional to wear caps or other casual headgear while in public buildings, including classrooms and labs. Remember that you are now a graduate professional student.

The attire for classroom labs and labs held in clinical facilities will be announced by the course instructor in advance on the scheduled class. Many classroom labs require shirts off for men, bathing suits/sports bras for women, and short pants or other appropriate dress to ensure that anatomical parts are exposed for learning examination and intervention skills. Adequate space is available for securing lab clothes in lockers. In

order to facilitate this activity, the Department has a required dress code for all laboratory courses. Unless otherwise specified (i.e. for Anatomy Labs / hydrotherapy labs, etc.) students are required to wear the standard laboratory attire. Shorts, T-shirts, sweatpants, and sweatshirts in red, white, blue or gray, with the USA logo or “University of South Alabama” comprise the standard lab attire, along with sports bras for females. These may be purchased from the USA bookstore.

For labs that involve visits to clinical sites, service learning and community service events, and simulation experiences in the Sim Lab, the Standards of Personal Appearance – Appearance for Clinical Education Experiences (below) will apply. This includes all classes held (1) in the University Hospital or other health care facilities, and (2) in the classrooms/labs if patients or certain announced guests are in attendance.

For anatomy labs, the University policy “Dress code for Instructional... Facilities Involving Potentially Dangerous Materials and or Agents” applies. This policy states that “The minimum appropriate attire to be worn upon entering any potentially dangerous materials setting includes closed-toe shoes and clothing that covers the legs, torso, and upper arms. Tank tops, clothing which exposes bare midriffs and sandals are inappropriate. Lab coats may be used to cover inadequate clothing. Long hair and loose clothing should be secured to prevent them from contacting... chemicals... Students and or personnel shall be denied access to these areas if inappropriately attired.”

Appearance for Clinical Education Experiences

The Standards of Personal Appearance including the dress code for clinical experiences described in the Department Clinical Education Handbook are to be adhered to by students during all clinical experiences.

Appearance for Graduation / Official Photographs

Students are expected to wear appropriate professional attire for all official photographs in which they represent the Department. The class composite photo at graduation is an official department document for posterity and must be approved by the department before being printed. Students should wear professional, dressy attire for the class composite portraits. The department may decide that a class composite with unauthorized individuals or content may not be posted at all.

Student Travel

Students that are traveling for educational purposes related to USA must complete a [travel authorization form](#). The travel form should include the specific purpose of the student's travel and any anticipated expense along with approvals from the Department Chair, Dean and Vice-president under whose auspices the student is traveling.

Travel expenses for students should be submitted following regular University out-of-state travel regulations regardless of whether the travel is in-state or out-of-state. Although approval procedures vary among University divisions, all travel approvals must take place PRIOR to the actual purchase of tickets, conference registration, etc. as well as participation in the planned travel activity whether it is domestic travel or international travel.

FACILITY PROTOCOLS

Health Sciences Building

The official close time for the HAHN building is 6:00pm at which time the building entrance doors will be locked each day. PT students may remain in the building after hours to study or practice skills in the lab, as approved by faculty, but may not bring guests into the building. Your JagID (student ID card) will serve as an electronic, personally identifiable key card and is required for after-hours entry to the building – only at the front entrance handicap door or the south stairwell entrance. The alarm system will be disarmed for that entry and your presence in the building will be recorded upon entry. Also keep in mind that surveillance cameras, exterior and interior, constantly monitor the building and record individuals as they come and go. The front entrance at the south stairwell should not be used as a general building entrance (it only opens to speech pathology/audiology dept or to the stairwell). This door can always be used as an exit to the parking lot. Students should NEVER enter through the Speech/Hearing Clinic entrance! A minor food service "Einstein's" is on the first floor.

Finally, the labs on the left-side of the hallway (rooms on the east side of the hallway closest to University Blvd) are OT classes/labs and PT faculty research labs. PT students should not enter any of these rooms unless directed by faculty.

When standing or waiting in the hallway, please avoid making scuff marks on the walls: please do not put your foot on the wall while leaning against the wall.

Room Care and Use

Students are required to keep the classroom, labs and all other areas that they use clean and tidy. This includes cleaning and replacing equipment, materials, books and supplies in their proper storage area, picking up and placing trash in the available trash cans, and placing dirty linen in the plastic hampers at the end of each lab or practice session. Move all furniture back in place! You may not block classroom aisles or lab spaces with backpacks. Fire-code does not allow extension or power cords to cross classroom aisles. Floor space must be kept clear! Limited countertop or other designated spaces are available in labs to stow backpacks during lab sessions. Students are encouraged to store backpacks and other personal belongings in their lockers during lab sessions.

According to government and institution guidelines, because of the presence of human cadavers, the Anatomical Sciences lab is a restricted area that can only be accessed by students who are taking the Anatomy or Neuroscience course. Specific instructions

regarding use of the lab, respect and care for the cadavers/specimens, and entry policies must be followed! It is never permissible to bring anyone who is not a PT student in your class into the lab. Remember the HAHN building has video surveillance in place. Violation of this policy will result in dismissal from the program! Legal action will be taken if any part of a specimen is removed from the room! The punch code lock combination will be given to students at the beginning of the Anatomy course and the Neuroscience course. Do not share this code with anyone!

The treatment plinths in the clinical labs require special care so as not to damage the vinyl. When using them, please **do not** wear shoes or set heavy or sharp items on them!!! Also, do not use them as writing tables. Please **DO NOT SIT OR LEAN AGAINST THE ENDS OF THE ADJUSTABLE MANUAL THERAPY TABLES IN THE MS LAB** because the pistons will break and are very expensive to replace. Only sit in the center segment of these MS adjustable manual therapy plinths.

Please note that the building cleaning services will clean only the basics of the rooms, i.e. floor walls, windows etc. Students are responsible for keeping the contents of the room clean and tidy.

A limited supply of linens (sheets, towels, and pillowcases) is supplied for student use during labs. These linens are primarily for use in positioning and draping. **Please use disposable paper towels when possible, NOT the linens, to wipe up spills**, etc. Hampers are available for soiled linens.

Cold-natured students who get cold in the classroom or lab should bring their own throws or quilts in which to wrap themselves. Department linens are not to be used personally to keep one warm!

If temperature in the class or labs needs to be adjusted, report this to the office so that maintenance can adjust room temperatures. Exterior doors should never be propped open for alarm system and security reasons. The solution is to ask the secretary to call for thermostat adjustments!

Room Care in Classrooms and labs

In order to develop the required theoretical and practical skills for the proper practice of Physical Therapy, students are expected to use the classroom and lab spaces at times other than the scheduled sessions. For this reason, The MS Lab, NM Lab, IPA Lab and Anatomical Sciences lab each has a punch-code lock, and only PT students are allowed to know the code. After hours and weekend entry to the building is explained above in the Health Sciences Building section. Once students gain entry to the building using your ID/keycard, keypunch combination locks will allow entry to the major teaching labs to *allow practice in those teaching areas. The keypunch code will be shared with students*

on the first day of class. **DO NOT share this code** with any other person, including students from other departments. Many of the classrooms and labs contain valuable equipment. It is extremely important that the rooms be kept locked when unattended. If you are studying in a room or practicing in a lab during the evening, keep the door locked from the inside (and not propped open) as an added personal security precaution. If this policy is not maintained, faculty will reconsider access privileges. Students are also reminded that most consumable supplies are very expensive and should only be used when authorized by a faculty member.

It is the student's responsibility to ensure that any of the equipment or furniture in classrooms and labs is placed back in its proper location when practice is finished! This is particularly important in those labs where there are many items of small equipment. Students are required to leave the equipment in the standard arrangement after room use (following scheduled teaching sessions or after hours). **It is the student's responsibility to ensure that each lab is secured and locked when the last person leaves. If these guidelines are not followed, then the student privilege of after-hours access may be limited or taken away.**

Room Care in Student Lounge and Lunch in IPA lab

There is an Allied Health student lounge (with vending machines) on the 3rd floor that our students can use. Students are responsible for keeping this area tidy and free from food and drink items which are no longer required. Students can also eat lunch in the Integumentary/Physical Agents lab (with fridge and microwave) as long as it is kept clean and tidy at all times. **Please remember that you may not enter the lab to get food from the refrigerator if class/lab is still taking place.** Food is allowed in other rooms only on special occasions as approved by the Dept Chair, when officially scheduled meetings occur during the noon hour in MS or NM labs. The Clean-Up committee from the Year-I class will oversee and organize cleanup efforts throughout the first year of the program. Year-II students will be responsible for Clean-Up activities during the part of Summer semester when Year-I students are on Clinical Internships. Housekeeping will perform only basic cleaning duties in this room and it is very important that the students keep this room tidy. Individuals must clean their own dishes immediately after use. **DO NOT EVER LEAVE DISHES IN THE SINK or privileges may be lost.**

Room Care in Changing Rooms

Changing rooms are provided for both male and female students. Building staff will need to enter this area for the purposes of cleaning, etc. You must lock up your valuables. Students will be assigned a particular locker in the changing room. **DO NOT** put your name on the locker and do not change lockers. These simple steps will help to increase security in the Department. It is the students' responsibility to secure their locker with a combination or key lock for the locker assigned to them. The Department will not accept

responsibility for lost or damaged items within individual student lockers. Any items left in lockers at the end of the third year will be removed and disposed of after finals week (no items will be returned). Please therefore ensure that you remove all items, including the padlock, from your locker at the end of the program.

Changing rooms are important because the majority of practical classes require that students are dressed appropriately. This will usually mean the wearing of shorts and T-shirts/sports bras so you can perform techniques properly. **Please do not bring all your belongings to laboratory classes.** We have only limited space in the labs. Use your lockers to keep items that you do not need in the labs, but remember to keep them padlocked.

Room Care in Corridors and Main Lobby Area

Students are reminded that the Department of Physical Therapy is one of many departments occupying the Health Sciences building, including all departments of both the College of Allied Health Professions and College of Nursing. Specific areas within the Department are therefore available for students to gather before or after classes. However, areas outside the Department may not be used as a venue for large numbers of students to gather, especially the main lobby area (2nd floor balcony area). **DO NOT CONGREGATE IN THESE AREAS** between classes. The student lounge and classrooms/labs, and outdoor veranda area are available for students to gather at any time. Note: The IPA lab and classrooms can be unlocked by members of the housekeeping staff; in case the door is locked when you arrive early before a class is due to begin. Please ask politely.

Emergency Action Plans

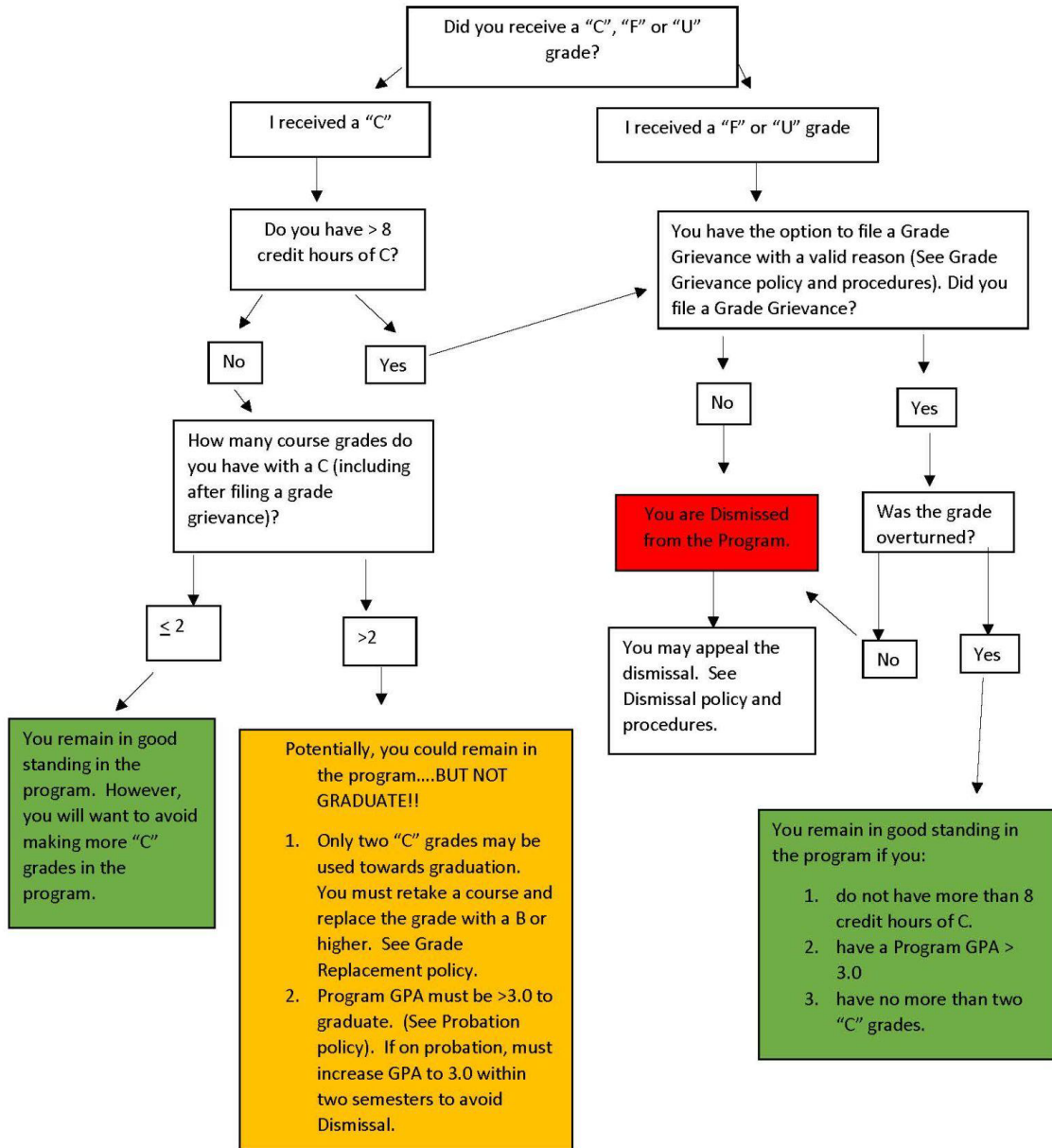
University Hurricane Preparedness Plan

In the event that a hurricane is anticipated to affect the Gulf Coast, the University will activate its emergency communications channels and send timely updates to the University community. If a Hurricane threatens the Mobile area, the University's Hurricane Committee will convene, determine appropriate action and issue announcements about those actions. University decisions to cancel classes, likely when a hurricane watch becomes a hurricane warning (issued 24 hours or less before a hurricane is forecast to strike), apply to the Department of Physical Therapy. All such decisions will be announced with as much notice as possible. Updated information will be posted on the USA web page.

Police

The University of South Alabama Police Department engages in community-oriented policing that actively encourages input from the community and utilizes innovative crime interdiction, prevention, and public education methods to foster a safe environment on campus. Students may download the LiveSafe app on their phones to receive up to date information regarding campus safety issues. The university campus police <https://www.southalabama.edu/departments/police/>

Appendix A- Flow Chart for Academic Standards



Appendix B- Standards of Personal Conduct / Professional Behaviors

Professional Behaviors Assessment

Student Name _____ Faculty Mentor _____

- Directions:
1. Read the description of each Professional Behavior.
 2. Become familiar with the behavioral criteria described in each of the levels.
 3. Self assess your performance continually, relative to the Professional Behaviors, using the behavioral criteria.
 4. Complete this form.
 - a) **Using a Highlighter Pen**, highlight all criteria that describes behaviors you demonstrate in Beginning (column 1), Intermediate (column 2), Entry Level (column 3) or Post-Entry Level Professional Behaviors.
 - b) Identify the level within which you predominately function.
 - c) Document specific examples of when you demonstrated behaviors from the highest level highlighted. Please use different color pens to denote **Year 1**, **Year 2**, **Year 3**
 - d) For each Professional Behavior, list the areas in which you wish to improve. Please use different color pens to denote **Year 1**, **Year 2**, **Year 3**
 5. Share your self assessment with your faculty mentor, specifically seeking his/her feedback. Meeting must occur in the month of October prior to assignment due date .

**Professional Behaviors were developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the Generic Abilities.

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

Beginning Level:	Intermediate Level:	Entry Level:	Post-Entry Level:
<ul style="list-style-type: none"> ❖ Raises relevant questions ❖ Considers all available information ❖ Articulates ideas ❖ Understands the scientific method ❖ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion) ❖ Recognizes holes in knowledge base ❖ Demonstrates acceptance of limited knowledge and experience in knowledge base 	<ul style="list-style-type: none"> ❖ Feels challenged to examine ideas ❖ Critically analyzes the literature and applies it to patient management ❖ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas ❖ Seeks alternative ideas ❖ Formulates alternative hypotheses ❖ Critiques hypotheses and ideas at a level consistent with knowledge base ❖ Acknowledges presence of contradictions 	<ul style="list-style-type: none"> ❖ Distinguishes relevant from irrelevant patient data ❖ Readily formulates and critiques alternative hypotheses and ideas ❖ Infers applicability of information across populations ❖ Exhibits openness to contradictory ideas ❖ Identifies appropriate measures and determines effectiveness of applied solutions efficiently ❖ Justifies solutions selected 	<ul style="list-style-type: none"> ❖ Develops new knowledge through research, professional writing and/or professional presentations ❖ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process ❖ Weighs information value based on source and level of evidence ❖ Identifies complex patterns of associations ❖ Distinguishes when to think intuitively vs. analytically ❖ Recognizes own biases and suspends judgmental thinking ❖ Challenges others to think critically

*I function predominantly in the **beginning/intermediate/entry/post entry** level*

Examples of behaviors to support my self assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

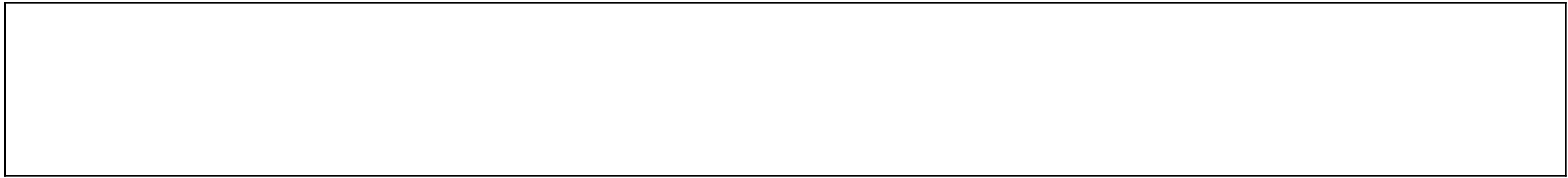
2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

Beginning Level:	Intermediate Level:	Entry Level:	Post Entry Level:
<ul style="list-style-type: none"> ❖ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting ❖ Recognizes impact of non-verbal communication in self and others ❖ Recognizes the verbal and non-verbal characteristics that portray confidence ❖ Utilizes electronic communication appropriately 	<ul style="list-style-type: none"> ❖ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences ❖ Restates, reflects and clarifies message(s) ❖ Communicates collaboratively with both individuals and groups ❖ Collects necessary information from all pertinent individuals in the patient/client management process ❖ Provides effective education (verbal, non-verbal, written and electronic) 	<ul style="list-style-type: none"> ❖ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups ❖ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing ❖ Maintains open and constructive communication ❖ Utilizes communication technology effectively and efficiently 	<ul style="list-style-type: none"> ❖ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning ❖ Effectively delivers messages capable of influencing patients, the community and society ❖ Provides education locally, regionally and/or nationally ❖ Mediates conflict

I function predominantly in the **beginning/intermediate/entry/post entry** level

Examples of behaviors to support my self assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:



3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.			
<i>Beginning Level:</i> <ul style="list-style-type: none">❖ Recognizes problems❖ States problems clearly❖ Describes known solutions to problems❖ Identifies resources needed to develop solutions❖ Uses technology to search for and locate resources❖ Identifies possible solutions and probable outcomes	<i>Intermediate Level:</i> <ul style="list-style-type: none">❖ Prioritizes problems❖ Identifies contributors to problems❖ Consults with others to clarify problems❖ Appropriately seeks input or guidance❖ Prioritizes resources (analysis and critique of resources)❖ Considers consequences of possible solutions	<i>Entry Level:</i> <ul style="list-style-type: none">❖ Independently locates, prioritizes and uses resources to solve problems❖ Accepts responsibility for implementing solutions❖ Implements solutions❖ Reassesses solutions❖ Evaluates outcomes❖ Modifies solutions based on the outcome and current evidence❖ Evaluates generalizability of current evidence to a particular problem	<i>Post Entry Level:</i> <ul style="list-style-type: none">❖ Weighs advantages and disadvantages of a solution to a problem❖ Participates in outcome studies❖ Participates in formal quality assessment in work environment❖ Seeks solutions to community health-related problems❖ Considers second and third order effects of solutions chosen

I function predominantly in the **beginning/intermediate/entry/post entry** level

Examples of behaviors to support my self assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

<i>Beginning Level:</i>	<i>Intermediate Level:</i>	<i>Entry Level:</i>	<i>Post Entry Level:</i>
<ul style="list-style-type: none"> ❖ Maintains professional demeanor in all interactions ❖ Demonstrates interest in patients as individuals ❖ Communicates with others in a respectful and confident manner ❖ Respects differences in personality, lifestyle and learning styles during interactions with all persons ❖ Maintains confidentiality in all interactions 	<ul style="list-style-type: none"> ❖ Recognizes the non-verbal communication and emotions that others bring to professional interactions ❖ Establishes trust ❖ Seeks to gain input from others ❖ Respects role of others ❖ Accommodates differences in learning styles as appropriate 	<ul style="list-style-type: none"> ❖ Demonstrates active listening skills and reflects back to original concern to determine course of action ❖ Responds effectively to unexpected situations ❖ Demonstrates ability to build partnerships ❖ Applies conflict management strategies when dealing with challenging interactions ❖ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them 	<ul style="list-style-type: none"> ❖ Establishes mentor relationships ❖ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

❖ Recognizes the emotions and bias that one brings to all professional interactions			
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I function predominantly in the **beginning/intermediate/entry/post entry** level

Examples of behaviors to support my self assessment::

Regarding this Professional Behavior, I would like to improve in the following ways:

5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Beginning Level:	Intermediate Level:	Entry Level:	Post Entry Level:
<ul style="list-style-type: none"> ❖ Demonstrates punctuality ❖ Provides a safe and secure environment for patients ❖ Assumes responsibility for actions ❖ Follows through on commitments ❖ Articulates limitations and readiness to learn 	<ul style="list-style-type: none"> ❖ Displays awareness of and sensitivity to diverse populations ❖ Completes projects without prompting ❖ Delegates tasks as needed ❖ Collaborates with team members, patients and families ❖ Provides evidence-based patient care 	<ul style="list-style-type: none"> ❖ Educates patients as consumers of health care services ❖ Encourages patient accountability ❖ Directs patients to other health care professionals as needed ❖ Acts as a patient advocate 	<ul style="list-style-type: none"> ❖ Recognizes role as a leader ❖ Encourages and displays leadership ❖ Facilitates program development and modification ❖ Promotes clinical training for students and coworkers ❖ Monitors and adapts to changes in the health care system

<ul style="list-style-type: none"> ❖ Abides by all policies of academic program and clinical facility 		<ul style="list-style-type: none"> ❖ Promotes evidence-based practice in health care settings ❖ Accepts responsibility for implementing solutions ❖ Demonstrates accountability for all decisions and behaviors in academic and clinical settings 	<ul style="list-style-type: none"> ❖ Promotes service to the community
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I function predominantly in the **beginning/intermediate/entry/post entry** level

Examples of behaviors to support my self assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

<p>6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.</p>			
<p>Beginning Level:</p> <ul style="list-style-type: none"> ❖ Abides by all aspects of the academic program honor code and the APTA Code of Ethics 	<p>Intermediate Level:</p> <ul style="list-style-type: none"> ❖ Identifies positive professional role models within the academic and clinical settings 	<p>Entry Level:</p> <ul style="list-style-type: none"> ❖ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring 	<p>Post Entry Level:</p> <ul style="list-style-type: none"> ❖ Actively promotes and advocates for the profession ❖ Pursues leadership roles

<ul style="list-style-type: none"> ❖ Demonstrates awareness of state licensure regulations ❖ Projects professional image ❖ Attends professional meetings ❖ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers 	<ul style="list-style-type: none"> ❖ Acts on moral commitment during all academic and clinical activities ❖ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making ❖ Discusses societal expectations of the profession 	<p>to other healthcare professionals as necessary</p> <ul style="list-style-type: none"> ❖ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity ❖ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development ❖ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices ❖ Discusses role of physical therapy within the healthcare system and in population health ❖ Demonstrates leadership in collaboration with both individuals and groups 	<ul style="list-style-type: none"> ❖ Supports research ❖ Participates in program development ❖ Participates in education of the community ❖ Demonstrates the ability to practice effectively in multiple settings ❖ Acts as a clinical instructor ❖ Advocates for the patient, the community and society
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I function predominantly in the **beginning/intermediate/entry/post entry** level

Examples of behaviors that support my self assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Beginning Level:

Intermediate Level:

Entry Level:

Post Entry Level:

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

Beginning Level:

- ❖ Comes prepared for the day's activities/responsibilities
- ❖ Identifies resource limitations (i.e. information, time, experience)
- ❖ Determines when and how much help/assistance is needed
- ❖ Accesses current evidence in a timely manner
- ❖ Verbalizes productivity standards and identifies barriers to meeting productivity standards
- ❖ Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- ❖ Utilizes effective methods of searching for evidence for practice decisions
- ❖ Recognizes own resource contributions
- ❖ Shares knowledge and collaborates with staff to utilize best current evidence
- ❖ Discusses and implements strategies for meeting productivity standards
- ❖ Identifies need for and seeks referrals to other disciplines

Entry Level:

- ❖ Uses current best evidence
- ❖ Collaborates with members of the team to maximize the impact of treatment available
- ❖ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ❖ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ❖ Utilizes community resources in discharge planning
- ❖ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ❖ Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post Entry Level:

- ❖ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
- ❖ Applies best evidence considering available resources and constraints
- ❖ Organizes and prioritizes effectively
- ❖ Prioritizes multiple demands and situations that arise on a given day
- ❖ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

I function predominantly in the **beginning/intermediate/entry/post entry** level

Examples of behaviors to support my self assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

<i>Beginning Level:</i>	<i>Intermediate Level:</i>	<i>Entry Level:</i>	<i>Post Entry Level:</i>
<ul style="list-style-type: none"> ❖ Recognizes own stressors ❖ Recognizes distress or problems in others ❖ Seeks assistance as needed ❖ Maintains professional demeanor in all situations 	<ul style="list-style-type: none"> ❖ Actively employs stress management techniques ❖ Reconciles inconsistencies in the educational process ❖ Maintains balance between professional and personal life ❖ Accepts constructive feedback and clarifies expectations ❖ Establishes outlets to cope with stressors 	<ul style="list-style-type: none"> ❖ Demonstrates appropriate affective responses in all situations ❖ Responds calmly to urgent situations with reflection and debriefing as needed ❖ Prioritizes multiple commitments ❖ Reconciles inconsistencies within professional, personal and work/life environments ❖ Demonstrates ability to defuse potential stressors with self and others 	<ul style="list-style-type: none"> ❖ Recognizes when problems are unsolvable ❖ Assists others in recognizing and managing stressors ❖ Demonstrates preventative approach to stress management ❖ Establishes support networks for self and others ❖ Offers solutions to the reduction of stress ❖ Models work/life balance through health/wellness behaviors in professional and personal life

I function predominantly in the **beginning/intermediate/entry/post entry** level

Examples of behaviors to support my self assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

10. Commitment to Learning – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

<i>Beginning Level:</i>	<i>Intermediate Level:</i>	<i>Entry Level:</i>	<i>Post Entry Level:</i>
<ul style="list-style-type: none"> ❖ Prioritizes information needs ❖ Analyzes and subdivides large questions into components ❖ Identifies own learning needs based on previous experiences ❖ Welcomes and/or seeks new learning opportunities ❖ Seeks out professional literature ❖ Plans and presents an in-service, research or cases studies 	<ul style="list-style-type: none"> ❖ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice ❖ Applies new information and re-evaluates performance ❖ Accepts that there may be more than one answer to a problem ❖ Recognizes the need to and is able to verify solutions to problems ❖ Reads articles critically and understands limits of application to professional practice 	<ul style="list-style-type: none"> ❖ Respectfully questions conventional wisdom ❖ Formulates and re-evaluates position based on available evidence ❖ Demonstrates confidence in sharing new knowledge with all staff levels ❖ Modifies programs and treatments based on newly-learned skills and considerations ❖ Consults with other health professionals and physical therapists for treatment ideas 	<ul style="list-style-type: none"> ❖ Acts as a mentor not only to other PT's, but to other health professionals ❖ Utilizes mentors who have knowledge available to them ❖ Continues to seek and review relevant literature ❖ Works towards clinical specialty certifications ❖ Seeks specialty training ❖ Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)

			❖ Pursues participation in clinical education as an educational opportunity
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I function predominantly in the **beginning/intermediate/entry/post entry** level

Examples of behaviors to support my self assessment:

Regarding this Professional Behavior, I would like to improve in the following ways:

Professional Development Plan:

Based on my self assessment of my Professional Behaviors and the areas I have identified for improvement, I am setting the following goals:

To accomplish these goals, I will take the following specific actions:

By my signature below, I indicate that I have completed this self-assessment, met with my faculty mentor, and sought feedback from my mentor regarding my self-assessment.

Student Signature _____

Date _____

Appendix C- Academic Honor Code

Each student admitted to the Doctor of Physical Therapy Program is charged with the responsibility of honorable academic conduct. A student is assumed to be honorable until his/her actions prove otherwise. An academic honor offense is defined as an act of lying/willful misrepresentation, cheating/unauthorized collaboration, plagiarism or facilitating academic dishonesty of others. Formal procedures exist for violations of the academic honor code. As a student in a health profession program, it is fundamental that you act in an honorable and virtuous way so that a community of trust is established among members of the college and your clients. Honor is a practiced ideal that will positively impact your relationship with fellow students, faculty, administrators, patients and other members of the community. As you live an honorable life, you will find that you cannot live without it. All students in this college are bound by the Honor Code and all are needed to make it work. The atmosphere of trust and integrity that is created by an honor system enables the student to know his/her word will be taken as true, to compete fairly in the classroom and to keep what is rightfully his/hers. The system functions best when all members of the college not only take responsibility for their own actions, but hold their peers to the same standards. As a student admitted to the Doctor of Physical Therapy program, you must agree to live by and support the basic principles of integrity—no lying, cheating or stealing; be accountable for your actions; and share information about honor offenses. You must agree to report breaches of the academic honor code that you witness by a peer. Students must report academic misconduct using the Department's Professional Behaviors Form or through the Office of Student Conduct.

I have read the explanation of the Department of Physical Therapy Student Code of Honor. I understand that as an admitted student in one of the programs in the college, I have accepted the pledge of honesty and will be expected to meet the standards as set forward.

Signature _____ Date _____

Note: Keep a copy of this page for your file. Submit the original through Canvas.

Appendix D- Clinical Contract Agreement for Early NPTE Testing

I, _____, have scored ≥ 650 on the retired academic version of the PEAT exam and meet the PEAT exam score requirement that will allow me to sit for the NPTE in April 2023. It is my intent to sit for the NPTE in April, but I understand that I will have to meet the following criteria to be completely eligible to sit for the NPTE:

- 1) can only miss one day from PT 686 to take the NPTE,
- 2) meet "entry level" criteria on the CPI at the end of PT 684,
- 3) maintain "entry level" standard on the CPI during PT 686,

_____ I understand that I must continue to maintain "entry level" standard on the CPI in both professional practice (6 categories) and patient management (12 categories) in PT 686 to remain eligible to take the NPTE in April.

_____ I understand that studying for the NPTE will not be permitted during clinical experience time.

By signing this contract, I am agreeing to the terms above for early NPTE testing.

Student Signature

Director of Clinical Education

Department Chair

Make sure to read this document carefully, and sign and date at the bottom to acknowledge your understanding of the policy.

Please note that the DPT program uses ExamSoft and Exemplify for most exams. We ask that you review and understand the minimum system requirements for Windows and Mac so that you can verify that your computer and/or notebook, are in compliance with these requirements.

Exemplify will not run on Chromebooks, Android, or Linux operating systems. Exemplify does not support touchscreen input on Mac or Windows laptops.

Link for reference: <https://examsoft.com/resources/exemplify-minimum-system-requirements/>

Windows requirements for Exemplify 3.3.2 and 3.4.2:

Operating System: 64-bit versions of Windows 10 and Windows 11.

Alternate versions of Windows 10 and Windows 11, such as Windows RT and Windows 10 and 11 S, are NOT supported at this time.

If you are using a Microsoft Surface device, [please read this article](#) for important instructions on Windows 10 and 11 "S mode" versus the standard Windows 10 or 11. S mode is not compatible with Exemplify.

Only genuine versions of Windows Operating Systems are supported.

The versions of Windows certified for use are Windows 10 22H2, Windows 11 22H2, and Windows 11 23H2.

For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.

The English (United States) Language Pack must be installed.

ExamSoft does not support tablet devices other than Surface Pro as detailed above.

CPU: Processor: Non-ARM-based processor supported by your operating system.

RAM: 4GB of usable RAM or higher

Hard drive: 4GB or higher of available space.

For on-site support, and in order to back up the answer files to a USB drive, a working USB port is required. (Newer devices may require an adaptor.)

For technical troubleshooting, account passwords including BitLocker keys, may be required.

Internet connection for download, registration, exam download, upload, and some exam features.

Exemplify cannot be run within virtualized environments or environments that require a persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.

Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.

[For instructions on how to check your computer's specifications, click here](#)

[For instructions on how to update your device to be within these guidelines, click here](#)

[For instructions on how to check your version of Exemplify, click here](#)

The following requirements apply for exams with ExamID or ExamMonitor enabled:

Exemplify version 3.3.2 or 3.4.2

Hard drive: 4GB or higher available space

RAM: 8GB or higher recommended; 4GB required

Webcam: Integrated camera or external USB camera supported by your operating system. Virtual cameras are not supported.

Microphone (no headphones, no virtual mics)

Internet: 2.5 Mbps upload speed

Please note: You may not use any virtual camera, audio software, or stereo mixing devices with ExamID or ExamMonitor.

Exemplify supports many different audio array devices. However, before you select your audio device, you must validate that your audio is working. To do this, [please review this article](#) on confirming your audio settings in Exemplify.

Exam-takers that must utilize an external microphone can use a standalone microphone, or one that is built into an external camera; however, headphones with built-in microphones are not supported.

[Additional instructions on using an external microphone can be found here](#)

Mac requirements for Exemplify 3.3.2 and 3.4.2:

Monterey, Ventura, and Sonoma

For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.

Only genuine versions of Mac operating systems are supported.

CPU: Intel, M1, or M2 processor. Devices using Apple's M1 and M2 processor and Apple Rosetta 2 are supported. [To learn more, click here.](#)

Rosetta is only required for M series processors on Exemplify version 3.3.2 and lower

RAM: 4GB or higher.

Hard Drive: 4GB or higher available space.

For on-site support, and in order to back-up the answer files to a USB drive, a working USB port is required (Newer devices may require an adapter).

For technical troubleshooting, account passwords including device passwords may be required.

Server version of Mac OS X is not supported.

Exemplify is not compatible with virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

Internet connection is required for download, registration, exam download and upload.

Exemplify is not compatible within virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.

Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.

[For instructions on how to check your computer's specifications, click here](#)

[For instructions on how to update your device to be within these guidelines, click here](#)

[For instructions on how to check your version of Exemplify, click here](#)

The following requirements apply for exams with ExamID or ExamMonitor enabled:

Exemplify version 3.3.2 or 3.4.2

Hard drive: 4GB or higher available space

RAM: 8GB or higher recommended; 4GB required

Microphone (no headphones, no virtual mics)

Internet: 2.5 Mbps upload speed

Please note: You may not use any virtual camera or audio software with ExamID or ExamMonitor.

I have read and understand the technology requirements for the University of South Alabama Doctor of Physical Therapy program.

Name

Date