



**UNIVERSITY OF
NEW ENGLAND**

Westbrook College of Health Professions

DEPARTMENT OF PHYSICAL THERAPY

STUDENT HANDBOOK

DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

(Effective August 20, 2014 to August 1, 2015)

Disclaimer

The provisions of this Department of Physical Therapy Student Handbook do not constitute a contract, express or implied, between The University of New England and any applicant, student's family, or faculty or staff member. The University of New England Department of Physical Therapy reserves the right to change the policies, procedures, rules, regulations, and information in this handbook at any time. Changes will become effective at the time the proper authorities so determine, and the changes will apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to nor does it contain all regulations that relate to student.

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INTRODUCTION

The Doctor of Physical Therapy (DPT) *Student Handbook* outlines the mission, goals and objectives, and philosophy of the Department of Physical Therapy at the University of New England (UNE). It also contains department policies and procedures that affect students enrolled in the DPT program. The policies are not intended to be unduly restrictive; rather, they are intended (1) to protect and make explicit student rights and responsibilities, and (2) to insure that DPT program operation is consistent with its obligations as a professional physical therapist education program.

Students are responsible to be familiar with the contents and to seek verification of any questions regarding the contents.

All policies herein are in effect from August 20, 2014 to August 1, 2015.

Compliance with Accreditation

UNE is accredited by the New England Association of Schools and Colleges, Inc., which accredits schools and colleges in the six New England states.

The DPT Program at the University of New England is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The program has been continuously accredited since its beginnings (first graduating class in 1984). The program, through its policies and procedures, is committed to assuring compliance with the evaluative criteria established by CAPTE.

Accreditation indicates that the institution and program have been carefully evaluated and found to meet standards agreed upon by qualified educators.

Filing a Complaint with CAPTE

Any person may file a complaint with CAPTE if that person believes that the Department of Physical Therapy program at UNE is failing to fulfill its commitment to CAPTE accreditation standards. To file such a complaint, follow this link <http://www.capteonline.org/Complaints/>

Non-Discrimination Policy

UNE operates in accordance with Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, the Maine Human Rights Act, and all other appropriate civil rights laws and regulations. UNE does not discriminate on the basis of race, religion, color, sex, age, marital status, ancestry, national or ethnic origin, physical or mental handicap, sexual orientation, or veteran's status in the administration of its employment practices or in educational programs or activities. UNE is committed to its Equal Opportunity Policy.

Student with Special Needs

UNE will make reasonable accommodations for students with disabilities. Students should notify Disability Services as soon as possible regarding any special needs. Timely accommodations are

dependent on early registration with this office. Follow this link for more information about [Disability Services](#).

MISSION, PHILOSOPHY, AND GOALS

Mission and Vision

The mission of the Department of Physical Therapy supports the missions of its administrative unit, the Westbrook College of Health Professions, and the University of New England. By preparing students to be physical therapists and contributing members of society, the DPT program fosters achievement of the university mission.

University Mission Statement

The University of New England *provides students with a highly integrated learning experience that promotes excellence through interdisciplinary collaboration and innovation in education, research, and service.*

Westbrook College of Health Professions Mission Statement

The Westbrook College of Health Professions *improves the health of communities by graduating students who are passionate and well equipped to lead, excel, and act as agents of change in a complex health care system, by developing and disseminating new knowledge, and through the delivery the highest quality relationship-centered clinical and community care.*

Department of Physical Therapy Mission Statement

The Department of Physical Therapy *believes that optimal 21st century, person-centered health care is best delivered by well-educated, compassionate leaders who think critically, reason intelligently, collaborate inter-professionally, and who promote health and wellness. In this spirit, the department is dedicated to preparing students for contemporary physical therapy and advances the profession through its steadfast commitment to excellence in academics, clinical education, scholarship, research, and service.*

Department of Physical Therapy Vision Statement 2017

The Department of Physical Therapy will be highly regarded for its excellence and innovation in physical therapy education, its vibrant research and scholarship program, its collaborative, interprofessional partnerships, and its strong service-oriented commitment to advancing the profession of physical therapy and improving the health and well-being of individuals and communities.

Program Goals

The following goals pertain to the DPT Program. Goals pertaining to the t-DPT program can be found in a separate document.

- 1) **Core Attributes.** Graduate compassionate, collaborative leaders who are critical thinkers, and who promote health & wellness.
- 2) **Academics.** Develop academic excellence.

- 3) **Clinical Practice** Promote faculty and student involvement in physical therapy clinical practice across the continuum of care
- 4) **Research & Scholarship:** Generate and disseminate new knowledge.
- 5) **Service:** Identify, develop and promote opportunities for faculty and student Department engagement in community and professional service, engagement and investment in meaningful professional service to students, the institution, and/or significant professional and/or civic organizations.
- 6) **Administration:** Further develop efficient processes and resources to support the Department's operations.

DPT EDUCATION PROGRAM

Description

The DPT Program is three calendar years (8 semesters) in length and includes a combination of classroom, laboratory, and clinical practicum experiences (see next page). The curriculum begins with the foundational sciences, through which the student explores and studies normal human structure and function, and fundamental physical therapy techniques. From this critical underpinning, the student engages in the evidence-based approach to the physical therapy management of various health conditions affecting individuals across the lifespan. The curriculum sequence is generally organized according to key body systems (i.e., musculoskeletal, cardiopulmonary, neuromuscular, integumentary). Coursework includes study of the functional and psychosocial impacts of health conditions, relevant medical and surgical interventions, and the physical therapy tests, measures, and interventions utilized within the patient/client management model.

The student is also introduced to the physical therapist's role in disease prevention and health promotion, education, consultation, legislation and policy-making, and administration. The student receives training and engages in scholarly inquiry, either by completing a case report or conducting a research project under the direction and mentorship of a faculty member. The student may also explore topics beyond those required in professional curriculum through elective courses or workshops offered by the Department and College.

Students complete three full-time clinical practica, totaling 36 weeks of clinical experience. More than 300 clinical sites around the United States are available to provide a broad base of experiences in a variety of settings. The sites represent the continuum of health care practice settings including acute care hospitals, rehabilitation hospitals, outpatient private practices, ambulatory care centers, skilled nursing facilities, school/ preschool programs, and home health care. Full-time clinical practica experiences are integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients.

Graduation Requirements

To be awarded the degree of Doctor of Physical Therapy, the student must complete each required course with a grade of B- or higher or "Pass" and be in good academic standing (see page 16).

CURRICULUM BY SEMESTER

| YEAR 1 | Credits | YEAR 2 | Credits | YEAR 3 | Credits |
|--|------------------------|---|---------------------------|---|---------------------------------------|
| | | AY2 – Summer | 11 | AY3 – Summer | 8-10 |
| | | BIO 504 – Neuroscience PTH 516 – Pathology & Med Management: Cardiovascular PTH 522 – PT Management of Patients – Disorders: Cardiovascular and Pulmonary Systems PTH 525 – Practice Management PTH 524 – Clinical Education Seminar | 4 1 4 1 1 | PTH 607 – Clinical Practicum 2 PTH 608 – Case Report 1 (Distance Education Course) | 8 2* |
| AY1 Fall | 17 | AY2 – Fall | 10 | AY3 – Fall | 13 |
| BIO 502 – Gross Anatomy PTH 501 – Foundations of PT Practice 1 PTH 502 – Kinesiology PTH 507 – Introduction to Clinical Medicine | 6 5 5 1 | PTH 601 – Clinical Practicum 1 PTH 602 – Scientific Inquiry 2 (Distance Education Course) | 8 2 | PTH 700 – Administration PTH 701 – Pathology & Med Management: Disorders of the Integumentary System PTH 703 – PT Management of Patients: Disorders Of the Integumentary System PTH 704 – Disease Prevention & Health Promotion PTH 705 – Research Project PTH 708 – Case Report 2 PTH 710 – Complex Case Management | 2 1 4 3 2* 2* 1 |
| AY1 – Spring | 18 | AY2 - Spring | 14-16 | AY3 – Spring | 10 |
| PTH 503 – Normal Development PTH 506 – Psychosocial Aspects of Disability and Illness PTH 508 – Pathology & Med Management: Musculoskeletal System PTH 510- PT Management of Patients – Disorder: Musculoskeletal System PTH 514 – Scientific Inquiry 1 | 2 1 2 11 2 | PTH 603 – Pathology & Med Management: Disorders of the Neuromuscular System PTH 604 – PT Management of Children with Special Health Needs PTH 605 – PT Management of Adults: Disorders of the Neuromuscular System PTH 606 – Research Proposal or PTH 690 - Research Practicum I | 3 5 6 2* | PTH 706 – Public Policy and Physical Therapy PTH 707 – Clinical Practicum 3 | 2 8 |

NOTES: *Students must take PTH 608 and PTH 708 (Case Report 1 & 2) or must take PTH 606 or PTH 690 and PTH 705 (Research Proposal and Research Project). Students may also take elective courses as schedule permits.

CURRICULUM IS SUBJECT TO CHANGE DURING ACADEMIC YEAR. Due notice will be given to students

Philosophy of Education

The faculty is committed to excellence in teaching. We believe our responsibility is to facilitate learning by actively involving the student in the teaching-learning process. We strive to create a secure and open environment for learning and assist students to develop critical thinking and problem-solving skills. We believe that education and learning occur inside and outside the educational program.

We believe that clinical education is an integral part of the curriculum – providing opportunities for students to integrate, employ, and refine the knowledge, skills, and attitudes they develop in the classroom (see also [*Clinical Education Handbook*](#)).

By participating in clinical, educational, research, professional, and community activities, the faculty model lifelong learning and professional growth. We expect our graduates to continue to participate in professional and community activities that prepare them to meet the physical therapy needs of society in the future.

Student Educational Outcomes

The primary educational outcome of the program for students is to prepare the graduate for practice wherein physical therapists are recognized by consumers and other health care professionals as the practitioners of choice...for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health. (American Physical Therapy Association Vision Statement 2020)

The Department of Physical Therapy, the Westbrook College of Health Professions, and the University of New England are committed to offering a quality physical therapist education program that complies with the evaluative criteria of the Commission on Accreditation in Physical Therapy Education (CAPTE). The program provides learning experiences to enable graduates to achieve the following outcomes required for the practice of physical therapy set forth by CAPTE, effective, January 2006:

Student Learning Outcomes

After completing the physical therapy curriculum, students will:

1. Integrate concepts from the biological, physical, behavioral, and clinical sciences into physical therapy services
2. Exhibit professional conduct and behaviors that are consistent with the legal and ethical practice of physical therapy
3. Demonstrate compassion, caring, integrity, and respect for differences, values, and preferences in all interactions with patients/clients, family members, health care providers, students, other consumers, and payers
4. Demonstrate culturally sensitive verbal, nonverbal, and written communications that are effective, accurate, and timely

5. Collect and critically evaluate data and published literature to apply in the delivery of care, practice management, and to examine the theoretical and scientific basis for physical therapy
6. Screen patients/clients to determine if they are candidates for physical therapy services or if referral to, or consultation with, another health care professional or agency is warranted
7. Complete a patient/client examination/reexamination and evaluate and interpret the examination data to determine a physical therapy diagnosis and prognosis
8. Employ critical thinking, self-reflection, and evidence-based practice to make clinical decisions about physical therapy services
9. Collaborate with patients/clients, caregivers, and other health care providers to develop and implement an evidence-based plan of care that coordinates human and financial resources
10. Provide services and information related to health promotion, fitness, wellness, health risks, and disease prevention within the scope of physical therapy practice
11. Advocate for patient/client and profession
12. Provide consultative services and education to patients/clients, caregivers, health care workers, and the public using culturally sensitive methods that are adapted to the learning needs, content, and context
13. Employ effective leadership skills in the context of supervising, delegating and mentoring within the profession

Policies and Procedures

The following policies and procedures are intended to augment those policies and procedures governing all students at the University of New England described in the [UNE Student Handbook](#)

Essential Technical Standards

Enrollment in the DPT Program assumes certain essential cognitive, emotional, and technical skills. The [Essential Technical Standards](#) contain those abilities and skills that degree candidates must possess to engage safely and competently in required learning activities. The abilities and skills are described in five domains: observation skills; communication skills; motor skills (fine and gross); intellectual-conceptual, integrative and quantitative abilities; and behavioral and social/emotional attributes. The Department will provide reasonable accommodations to DPT students with documented disabilities who are registered with the University's Disability Services while completing the academic and clinical requirements for graduation from the program. Students are required to affirm their ability to meet Essential Technical Standards at the beginning of the program, following a change in health condition, and when returning from a leave of absence.

Potential Health Risks and Standard Precautions

There are numerous health risks associated with being a student physical therapist, including but not limited to 1) exposure to infectious diseases, 2) exposure to toxic substances, 3) strains and sprains, and trauma from slips, trips and falls. The faculty are committed to educating students in practices that minimize these risks. During new student orientation and annually thereafter, students will review the Hospital e-tool: Physical Therapy Module created by the Occupational Safety and Health Administration regarding these risks at: <https://www.osha.gov/SLTC/etools/hospital/clinical/pt/pt.html>. Students must provide documentation to the Department they have reviewed and understand health risks and precautions by the end of the first week of the first fall semester.

In accordance with the UNE Safety Manual (p.17), faculty will provide students with information regarding potential health risks they may encounter within their respective courses, as well as policies and procedures governing use of standard precautions, storage and use of any hazardous materials, safety regulations and emergency procedures. Faculty who teach courses involving community activities will also provide students with this information.

Students must report any injuries sustained during course activities to the course instructor. Injuries sustained while on campus or during other department-sponsored activities should be reported to the Program Director. Injuries sustained while on Clinical Practica should be reported to the CI and the ACCE / DCE. Injuries sustained off campus during non-school related activities or illnesses acquired should be reported to Course Instructors and the Program Director in cases where students ability to meet course requirements or Essential Technical Standards has been compromised.

Required Training and Testing

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) was enacted nationally in an effort to protect an individual's rights to privacy and confidentiality. All students are required to provide documentation to the Department they have successfully completed UNE's HIPAA training by the end of the first week of the first fall semester and thereafter on an annual basis. Students may also be required to complete HIPAA training at various clinical sites throughout their clinical education experiences. The *UNE Student Handbook* also contains information on the required annual HIPAA training.

CPR

Each student is required to obtain cardiopulmonary resuscitation certification (CPR) prior to clinical practicum (CP) I and then maintain this certification throughout the remainder of the DPT program. They must provide documentation to the Department they have successfully completed CPR (health care provider/professional) training by submitting a copy of their card. It is the student's responsibility to ensure the maintenance of this certification. Failure to provide verification will result in their inability to begin or continue with the assigned CP.

Health Requirements

Students are required to meet all health requirements as designated by the university and clinical facilities where education of UNE DPT students is conducted. The student should consult the University's health requirements and the [Department Clinical Education Handbook](#) for more detailed information.

Background Checks, Drug Screening, and Other Tests/Training

Some clinical facilities where education of UNE DPT students is conducted may require further tests such as a criminal background check or drug screening. They may also require site specific training such as Occupational Safety and Health Administration (OSHA) training, etc. prior to the arrival at the site and/or during the course of the educational experience. The student is responsible for any additional costs associated with these tests, screens or training unless specified by the clinical site. Students are informed of any additional tests, screens or training as they have been communicated by the clinical site to UNE.

Students should be aware that information obtained from the criminal background check could jeopardize their ability to complete a scheduled clinical experience and/or impact eligibility for licensing as a physical therapist. Any information obtained during this testing will be sent to the relevant clinical facility provided the student has consented to this. The student has the right to choose to directly deliver the results of this testing to the clinical facility. UNE will not be responsible for determining if a test is positive or negative. The clinical facility requesting the test will make this determination based on their facility policies.

Academic Advising

Each student is assigned to a faculty advisor at the time of matriculation to the program. Ordinarily this person continues as the advisor for the duration of the student's time in the Department, unless the student or advisor requests a change through the Program Director.

Students are responsible to meet with their advisor as needed to discuss their academic progress. Appointments to meet with an advisor can be scheduled through the Department's Administrative Assistant at ext. 4590, or directly with the advisor. The faculty advisor will maintain a record for each advisee that includes notes of student meetings, progress and other issues. A list of faculty advisors follows:

| <u>Faculty</u> | <u>Proctor Hall</u> | <u>Phone ext</u> | <u>Email Address</u> |
|----------------------|---------------------|------------------|--|
| Kirsten Buchanan | Room 210 | ext. 4355 | kbuchanan@une.edu |
| Jim Cavanaugh | Room 205 | ext. 4595 | jcavanaugh@une.edu |
| Jeanne Charles | Room 215 | ext. 4596 | jcharles@une.edu |
| Michael Fillyaw | Room 212 | ext. 4592 | mfillyaw@une.edu |
| Erin Hartigan | Room 211 | ext. 4443 | ehartigan@une.edu |
| Michael Lawrence | Room 210 | ext. 4274 | mlawrence3@une.edu |
| Dennis Leighton | Room 208 | ext. 4594 | dleighton@une.edu |
| Amy Litterini | Room 204 | ext. | alitterini@une.edu |
| Adrienne McAuley | Room 207 | ext. 4387 | jmcauley@une.edu |
| Sally McCormack Tutt | Room 206 | ext. 4593 | smccormack@une.edu |

| | | | |
|-------------------|-------------------------|-----------|--|
| Eileen Ricci | Room 209 | ext. 4588 | ericci@une.edu |
| Katherine Rudolph | Hersey Hall Room 224 | ext. 4113 | krudolph@une.edu |
| Mike Sheldon | Room 214A | ext. 4591 | msheldon@une.edu |

Academic Policies

Students enrolled in the DPT Program will adhere to the WCHP Graduate Program Progression Policies, <http://www.une.edu/pdfs/wchp-graduate-program-progression-policies-and-procedures>, (Appendix 3). Students are responsible for familiarizing themselves with these policies. Students seeking clarification of these policies should meet with his/her advisor or the Program Director.

The policies described below either clarify, operationalize, or add to the WCHP Graduate Program Progression Policies:

1. Doctor of Physical Therapy students must complete, with a grade of “B-” or higher or “Pass” all courses that meet the requirements for graduation. Students are permitted to re-take a maximum of two academic or clinical courses in the curriculum. If a student fails a third course, academic or clinical, with a grade lower than a B- , or "Fail" in a pass / fail course, he or she will automatically be dismissed from the program.
2. A course grade of “C+” or below in a graded course or “Fail” in a Pass/Fail course, will result in an immediate referral to the Department’s Student Development Committee (SDC) for review and may result in a delay in the student’s progress, placement on probation, and/or additional consequences and specific requirements as recommended by the SDC and documented per the process outlined in Section III.B of Appendix 3.
3. Numeric grades that fall between whole numbers will be rounded at the discretion of the course instructor.
4. Students will be expected to abide by additional course policies (e.g. attendance policies, etc.) established by individual faculty members. Failure to abide by course policies may result in a Critical Incident Report (Appendix 1) and/or referral to the Department’s Student Development Committee.

All courses in the curriculum must be taken in order, as described on page 6 of this Handbook. Courses may not be taken out of sequence. All courses from any semester must be completed with a grade of B- or above, or Pass, before any course in a subsequent semester may be enrolled.

Leave of Absence:

A Leave of Absence from the University does not necessarily mean that a student will be permitted to return to the Program in Physical Therapy. A return to the program must be negotiated with the Program Director at the time of the Leave request.

Before resuming class(es), all students returning from a Leave of Absence must:

- a. Meet with the Program Director (or designee) to:
 - i. Review the DPT student handbook and agree to the contents in writing
 - ii. Reaffirm their ability to meet Essential Technical Standards
- b. Complete HIPPA certification
- c. Complete any other requirements as communicated by the Program Director in the Leave of Absence approval letter.

In addition, returning students are strongly encouraged to meet with their academic advisor to develop an action plan, as needed, to help the student reintegrate into the DPT program.

Class Attendance

As members of a graduate professional education program, all students are expected to model adult learner behaviors. In general, this includes attendance in all scheduled class meetings, including lectures and laboratory sessions. Individual faculty will establish course policies related to class attendance. Excused absences are generally acknowledged for major unplanned events (e.g. death in the family, emergency health conditions), and generally do not include planned events (e.g. weddings, vacations, birthdays). An excused absence is generally required to make up exams

Conduct Code

Students enrolled in the DPT program are expected to conduct themselves according to the UNE Student Handbook and Conduct Expectations in the WCHP Graduate Program Progression Policies (Appendix 3), as well as the following policies. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving notice of conduct concerns.

1. The American Physical Therapy Association's (APTA) *Guide for Professional Conduct* and the APTA's *Code of Ethics*.
 - Content: Governing principles for physical therapy professionals. Many policies are congruent with the UNE *Student Handbook*.
 - Coverage: Applies to all aspects of the student's life, including but not limited to DPT clinical observations, DPT clinical practica, and community service.
 - Access: [APTA Core Ethics Document](#); [APTA Guide for Professional Conduct](#)
2. Behaviors, postings or discussions in any form, inclusive of, but not limited to social media, email, newspaper, etc. may result in disciplinary action if determined unprofessional by the full-time faculty.

Conduct Violations:

The DPT faculty considers professional conduct to be one of the most important requirements for recommending any student for graduation from UNE. Just as professional conduct standards extend to physical therapists' public and private lives, the requirements for students to adhere to professional conduct standards is not limited to DPT program activities and on campus behavior. The requirement extends to all aspects of the student's life, including, for example, oral, written, pictorial, or video communication, postings or discussions in any form, inclusive of, but not limited to, on-line social media, email, newspapers, etc.

Allegations of professional misconduct may be brought forward by faculty, students, staff, clinical instructors, other UNE constituents or stakeholders, or members of the general public. Students themselves are ethically obligated to report to the program Director their own involvement in any (1) allegations of off-campus illegal activity, arrest, criminal conviction, or other legal action, or (2) allegations of on or off-campus unethical behavior or misconduct.

Students should expect that all allegations of improper, unethical, or unprofessional conduct will be treated very seriously. Depending on circumstances, a validated conduct violation may result in completion of a Critical Incident Report that describes the violation and expected future behavior/action (Appendix 1). A Critical Incident Report may trigger referral to the Department Student Development Committee. All documentation related to conduct violations will become part of the student's permanent record within the department. Conduct violations allegations may also result in referral to the UNE Judicial Process (see page 40 of the [UNE Student Handbook](#)).

Any student subject to a UNE Judicial Review or who is subject to legal action will undergo an immediate Department SDC review.

Equipment and Use of the Skills Laboratories

The skills laboratories will be available at times when regularly scheduled classes are not in session for study and practice. Skills laboratories have UNE ID card access, allowing students to enter the laboratory rooms for practice outside of class time without seeking entrance assistance from faculty. Students should notify the Department administrative staff if their ID card is not properly programmed to provide entry into the identified skills laboratories.

Students are expected to clean-up the laboratory after use to include:

1. Placing used linens in the laundry basket.
2. Returning equipment to the appropriate storage location.
3. Insuring that the laboratory door is locked when exiting the room.

In order to promote a safe and positive learning environment, it is expected that DPT students will engage in safe and acceptable behavior during all supervised and unsupervised use of the skills laboratories. Students may only use Department of Physical Therapy equipment for practice after the equipment has been presented in a physical therapy class. Students are not to use any equipment that has not yet been presented in a physical therapy class. Practice is only allowed with other physical therapy students who have also been trained in the use of the respective equipment. Likewise, students may only practice examination and intervention procedures that have been presented and practiced in a physical therapy class. Practice is only allowed with other physical therapy students who have also been trained in the use of the examination or intervention procedures. Students engaging in unsafe or unprofessional behavior may lose their unsupervised access privileges to the laboratories. Students may also be held responsible for damage to equipment and supplies if the damage is related to inappropriate use.

It is the policy of the Department to insure 1) routine maintenance and safety inspections of equipment on an annual basis and 2) repair or replacement of defective equipment as appropriate. If equipment is broken or damaged, please notify the course instructor and/or the Department of Physical Therapy Administrative Assistant.

Informed Consent for Teaching and Learning Activities, Images, and Materials

Any patient or guest participating in teaching and learning activities sponsored by the Department must give their written consent to do so (Appendix 2). The activities include, but are not limited to: being interviewed, being photographed videotaped, or tape recorded, allowing faculty to demonstrate examination and treatment procedures, and allowing students to practice examination or treatment procedures. The activities may occur at the University or in the community.

Many courses in the physical therapy curriculum involve a laboratory component. In these labs, it is expected that each student participate by practicing the techniques taught. Most often, students will work in pairs or small groups during this practice time. Additionally, on occasion an individual student may be asked, but not required, to act as the 'model' for demonstration purposes. It is vitally important that each student feels safe and respected while in class and lab. If a student does not feel comfortable with having a classmate practice on him or her, or acting as a model for demonstration, the student should discuss the matter with the course coordinator.

When using images or other materials occurs during Clinical Practicum, the student is expected to follow the clinical facility's policies and procedures for obtaining informed consent. In the absence of facility policies and procedures regarding informed consent, students should use the Department's form pending approval from the clinical facility manager. Further detail regarding the use of images or other materials during clinical practica is found in the [Department's Clinical Education Handbook](#).

Medical Advice Policy

Students shall not ask any faculty member, including full-time or adjunct faculty or guest speakers, for medical advice regarding a medical problem before, during, or after a class or lab session. This includes medical problems of the student, acquaintance, family member, etc. If a student would like to discuss a medical problem with any faculty member, an appointment should be made in advance at the faculty member's convenience.

Student Files and Personal Identifiable Information

It is the policy of the Department faculty and staff to insure the confidentiality of student records and personal identifiable information. A file for each enrolled student is kept in a locked file cabinet in the Department office. Faculty are responsible for ensuring that a copy of any correspondence, letters, written communication, etc. to the student or about the student be placed in the student file. All faculty and staff are responsible for insuring that all files on student advisees and other confidential materials are stored in secure electronic and/or hard copy files congruent with University and federal/state policies, e.g. the Family Educational Rights and Privacy Act (FERPA). To further protect the confidentiality of files housed in the Department, the main office will be locked when no one is present.

Other personal identifiable information including but not limited to University email addresses, contact information, username and password accounts used in University online programs such as Blackboard and U-Online, is also protected congruent with University and federal/state policies (e.g. FERPA).

Telephones and Fax Machine

Students may use department telephones and fax machine ONLY when given permission by faculty or administrative support personnel in an emergency or for school-related business.

Office Assistance and Equipment Use

The Department has administrative support personnel to support the daily operations of the DPT program, located in the Physical Therapy Department Office in Proctor Hall, Room 214. Student

requests for office supplies or assistance, including duplication of materials for class presentations or in-services, must be submitted to the course instructor for approval before submitting to an administrative support personnel.

Photocopiers are located in the library for students' personal use.

The Physical Therapy Department refrigerator, microwave and water cooler are for use by faculty and staff ONLY. Student facilities are located in Blewett Hall (lower level, lounge area).

GENERAL INFORMATION

Technology Requirements

All students are required to have their own laptop computers with the capability of accessing Blackboard or similar on-line classroom programming and high-speed Internet service.

Department News and Student Information

The Department web site provides links to various resources relevant to prospective and current students in the DPT program including but not limited to:

1. [The University Catalog](#),
2. [Recruitment and admissions information](#),
3. [University academic calendars](#),
4. [Essential technical standards](#),
5. Acceptance and matriculation rates,
6. [Student outcomes](#), including graduation rates, employment rates, pass rates on licensing examinations, and other outcome measures,
7. [Costs for DPT Students](#),
8. [Financial aid](#),
9. [Job/career opportunities](#),
10. [Student Health Care](#),
11. Health Insurance Requirements
12. Student [Malpractice Insurance](#) insurance requirements,
13. [Information about the clinical education program \(Clinical Education Handbook\)](#)
14. [Required Health History, Immunization & Physical Forms](#),
15. [Faculty and student news](#)

Membership in the American Physical Therapy Association

All students are expected to join the American Physical Therapy Association (APTA) and are encouraged to participate at the state and national level. This is excellent preparation for a student's future role as a physical therapist. Applications for APTA membership are available from the administrative support personnel.

Membership in the DPT Student Council

The DPT Student Council serves as the primary vehicle through which students communicate collectively with the DPT program faculty, the College and University Administration, UNE academic programs, UNE Graduate Student Government, the APTA, and various community organizations.

Through the council, students gain access to a variety of professional development, community service, and fund raising opportunities. All students are strongly encouraged to participate.

At the beginning of the fall semester, the DPT Student Council will elect class representatives. Students must be in Good Standing with the department, college, and university to be eligible to serve in leadership positions on the DPT Student Council. The responsibilities of these individuals may include, but are not limited to:

1. Communicating on behalf of the class at faculty meetings and/or faculty retreats
2. Serving on Department ad hoc committees
3. Representing the program on the UNE Graduate Student Government and Interprofessional Student Advisory Team (IPSAT).
4. Communicating with liaisons at the APTA, Maine Chapter of the APTA, and other outside groups.

A list of class representatives and current officers of the DPT Student Council is kept in the DPT program office.

Evaluation of Courses, Instructors, Program

Students are required to evaluate all faculty and courses. These evaluations are used as part of a faculty members' annual performance appraisal and as part of reappointment, promotion, and tenure. The purpose of the evaluation is to provide constructive feedback to faculty in areas in which a person does particularly well or in areas in which improvement is possible. Derogatory and slanderous comments are neither useful nor appropriate. A "transcript hold" will be placed on student transcripts for students who fail to complete course and faculty evaluations.

Before graduation, students are asked to complete the Comprehensive Program Survey, which evaluates all aspects of the physical therapy program.

Appendix 1
Critical Incident Report ^a

Critical Incident Report ^a

| | |
|--|-------------|
| Directions: Record the entry clearly and concisely without reflecting any biases. | |
| Student's Name: | |
| Evaluator/ Observer: | |
| Date & Time of Incident: | |
| Antecedents | |
| Behaviors | |
| Consequences | |
| Student Comments (Student comments must be returned within 48 hours) | |
| Student's Signature: _____ | Date: _____ |
| Evaluator's Signature: _____ | Date: _____ |

^a Adapted from: Shea ML, Boyum PG, Spanke MM. *Health Occupations Clinical Teacher Education Series for Secondary and Post Secondary Educators*. Urbana III: Department of Vocational and Technical Education, University of Illinois at Urbana-Champaign; 1985. As found in the APTA Clinical Instructor Education and Credentialing Program, American Physical Therapy Association, Alexandria, Va, September 2005: Section IV-12

Professional Behaviors

| Professional Behaviors | Definition |
|--|---|
| 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. |
| 2. Communication | The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes. |
| 3. Problem-Solving | The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. |
| 4. Interpersonal Skills | The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner. |
| 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. |
| 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. |
| 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. |
| 8. Effective Use of Time and Resources | The ability to manage time and resources effectively to obtain the maximum possible benefit. |
| 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. |
| 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. |

¹ May WW et al. Model for ability-based assessment in physical therapy education. *J Phys Ther Educ.* (1995): 9:3-6.

I, _____, give permission for _____ to participate in
Name of patient/client or guardian Name of patient/client/self

the following teaching and learning activities sponsored by the Department of Physical Therapy at the University of New England (UNE). The activities may occur on campus at the University or off campus in the community. By signing this form, I voluntarily give my consent to:

- _____ be interviewed
- _____ be videotaped
- _____ be photographed
- _____ demonstrate particular activities*
- _____ allow faculty to demonstrate examination and treatment procedures*
- _____ allow students to practice examination and treatment procedures*
- _____ participate in other activities or events*
- _____ have videotapes and photographs used for teaching purposes at UNE
- _____ have videotapes, photographs, results of examinations, and descriptions of treatment used for a published case report or professional presentations
- _____ other (describe):

I have been informed of the risks (outlined below) associated with the above activities and am aware that the faculty and students will use techniques in accordance with standard physical therapy practice to minimize any risk. **

I understand that:

- Any relationship that I have with the Department of Physical Therapy and the University of New England will not be negatively influenced by my decision to decline to participate.
- At any time during the activity, I may decline to participate and may refuse to answer a question.
- My consent is valid indefinitely, unless I decide otherwise (insert date here): _____.
- At any time in the future, I may freely withdraw my consent to have my records used, including interviews, videotapes, photographs, audiotapes, etc. To do so, I must send a written request to: Director, Department of Physical Therapy, University of New England, 716 Stevens Ave, Portland, ME 04103.

I understand the above agreement.

Signature of patient/client/guardian

Date

Witness

Date

* Additional comments (e.g., a description of particular activities or procedures):

** Risks:

Appendix 3

Westbrook College of Health Professions Graduate Program Progression Policies Update 5.2.12

I. Admissions

A. PREAMBLE: The Westbrook College of Health Professions (WCHP) promotes diversity in its student body and non-discrimination in its policies. This effort is supported by the [Office of Multicultural Affairs and Diversity](#), whose goal is “to promote a welcoming and inclusive campus environment that embraces individual differences regardless of race and ethnicity, nationality, sexual orientation, religious conviction, socio-economic status, gender or gender identity.”

B. AN APPLICANT TO ANY GRADUATE PROGRAM IN WCHP MUST:

1. Hold at minimum a baccalaureate degree from a regionally accredited U.S. College or University or the equivalent from any non-U.S. institution. (*Exceptions include Early Assurance enrollees, accelerated MSOT and 3-2 Pre-PA students*)
2. Have a cumulative undergraduate grade point average (GPA) of 3.0 or higher (on a 4.0 scale) for all credits earned or for the last 60 credit hours. This standard may be waived if the applicant demonstrates exceptional quality in other elements of the individual graduate program’s admission standards.
3. Meet any other standards established by the graduate program the student is applying to enter, if applicable. (Technical standards, criminal background check)
4. Meet the minimum required TOEFL score (if non-English speaking). See [International Student Admissions](#) page.
5. If an applicant was enrolled in a professional program in a similar discipline, a transcript and letter of good academic and professional standing from the Program Director or Department Chair.
6. Comply with the University’s Immunization Policy and submit a completed [Immunization Form](#) prior to matriculation.

C. IT IS RECOMMENDED THAT AN APPLICANT:

Provide documentation of volunteer and/or job-shadowing experience in settings represented by that profession. (Preparation for any professional degree is enhanced by an increased familiarity with the unique roles and responsibilities of the profession.)

II. Academic Standards

A. ATTENDANCE AND PARTICIPATION: Graduate education is demanding and exacting. In campus-based and on-line programs, students are expected to be present, prepared for class, and actively engaged as evidenced by critical thinking and meaningful participation. Absences can and do occur, but students should whenever possible inform their instructors in advance if they know they will be absent. Each program is responsible for clarifying expectations and requirements when absences occur.

B. GRADING: All programs in the Westbrook College of Health Professions (WCHP) use the following scale to determine grades:

| | | |
|----------|----------|---------|
| A 94-100 | B- 80-83 | D 64-69 |
| A- 90-93 | C+ 77-79 | F <64 |
| B+ 87-89 | C 74-76 | |
| B 84-86 | C- 70-73 | |

NOTE: Fractional numeric grades are rounded at the discretion of the instructor

NOTE: Standards for Pass in Pass/Fail courses are determined by each program.

C. GRADE POINT AVERAGE (GPA): Equivalent quality points assigned to grades are as follows:

A 4.0 B- 2.75 D 1.00

A- 3.75 C+ 2.5 F 0.00

B+ 3.5 C 2.0

B 3.0 C- 1.75 3

D. GRADE STANDARDS:

1. A minimum GPA of 3.0 (both cumulative and per semester), or “Pass” in each Pass/Fail course, is required for good standing in any graduate program in WCHP. Falling below that standard at any time will result in a referral to the Student Development Committee (SDC) for a review and placement on Academic Probation at a minimum (see III.C.2.b.i). Failure to return to good standing for the subsequent semester will result in dismissal from the program.

2. A course grade of “C-“ or below in a graded course or “Fail” in a Pass/Fail course, will result in an immediate referral to the SDC for review and may result in a delay in the student’s progress, placement on probation, and/or additional consequences and specific requirements as recommended by the SDC and documented per the process outlined in Section III.B.

3. Students who earn a grade of “C+” or “C” in any course or “Fail” in a pass/fail course will be referred at a minimum for Academic Advising

4. A grade of “B” or better, or “Pass” in a Pass/Fail course must be achieved in any course taken for a second time, (A course may be retaken only one time.)

(See section “III. Student Progression” for procedural details)

E. CONDUCT EXPECTATIONS:

Students enrolled in WCHP are expected to conduct themselves according to the following policies, procedures, guidelines, and expectations. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions, especially in the event of receiving written notice of conduct concerns and/or violations.

1. The *UNE Student Handbook* ; access: [UNE Student Handbook](#)

a. Content: Policies and procedures, including the University Conduct Code, that govern the conduct of all UNE students.

b. Context: Applies to all on-campus and UNE-sponsored off-campus activities, including clinical observations, clinical practica, and community service.

2. Students are expected to be familiar with the Code of Ethics for their chosen profession, and to uphold these standards in all relevant settings (E.1.b. above):
 - a. Nurse Anesthesia
 - b. Occupational Therapy
 - c. Physical Therapy
 - d. Physician Assistant
 - e. Social Work

3. Professional Behavior Expectations: The following describes standards of professional behavior applicable to students across the health professions. Students are expected to progressively develop these skills and abilities during their courses of study and to endeavor to maintain these standards in all on-campus and UNE-sponsored off-campus activities, including clinical and fieldwork experiences and relevant community service. These specific professional behaviors include the ability to demonstrate:

- a. Communication Skills- communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
- b. Interpersonal Skills – interact effectively with patients and clients, families, colleagues, other health care professionals, and community members.
- c. Cultural Sensitivity – be aware of, respect, and acknowledge cultural differences.
- d. Problem Solving – recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- e. Use of Time and Resources – manage time and resources effectively to obtain the maximum possible benefit.
- f. Responsibility – 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.
- g. Critical Thinking - 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. 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.
- h. Use of Constructive Feedback – seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
- i. Commitment to Learning – self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.
- j. Health and Wellness – identify sources of stress and implement effective coping behaviors in relation to self, patient/clients and their families, members of the health care team and in work/life scenarios.

4. Facility-specific policies and procedures: Students are expected to be familiar with the policies and procedures of host institutions for their clinical or field work placements and to act in accordance with those guidelines. (Refer to the relevant policies of the specific institution and/or consult with clinical preceptors or supervisors.)

5. Professional Attire: Students are expected to dress appropriately to the professional context and institutional setting, whether on campus, community, or clinical setting. Usually this means “business casual” attire unless the clinical facility or fieldwork setting, or a specific event requires alternate attire. Name tags may be required or recommended in many settings. When in doubt,

students should consult with their clinical instructor, site supervisor, or faculty member about specific dress code expectations or requirements at a particular facility or for a specific event.

6. Safety expectations: The delivery of safe and competent care and related services underpins all aspects of professional practice. Specific standards of physical, social, and emotional safety are often defined within courses and clinical teaching sites. Accordingly, students are expected to demonstrate behaviors that uphold those standards. Failure to do so may result in a referral for academic advising and/or a referral to the Student Development Committee. (See III.C.)

F: CONDUCT VIOLATIONS:

All allegations of improper, unethical, or unprofessional conduct will result in an immediate referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, which states that “Any University employee or student may file a misconduct complaint against a University student if there is a reasonable, good faith belief that a violation has occurred.”) Depending on circumstances, a confirmed conduct violation may result in (a) remediation prior to progressing further in the program, (b) receiving a failing grade in a course, or (c) dismissal from UNE. In all cases, students will receive written notice regarding the nature of the conduct violation, its consequences, and any stipulated conditions for continuation in the program. All documentation related to conduct violations will become part of the student’s permanent record.

III. Student Progression:

In addition to course grades and clinical or field evaluations, student progression is monitored through three processes: regular instructor evaluation of assignments and performance; a programmatic level review through regularly scheduled Comprehensive Student Reviews; and through Student Development Committee (SDC) Reviews as needed. Comprehensive reviews are the responsibility of the full faculty of each program. Each program also has a Student Development Committee (SDC), comprised of a minimum of three faculty members. Program Directors cannot serve on the SDC, but membership can include faculty from other college programs. The primary function of the SDC is to conduct reviews of student performance in order to assess whether a student can progress in a program, make a determination of student status, and to make recommendations for action when a student has failed to maintain academic and professional standards, whether in class, clinical setting, or community.

A. EVALUATION OF ASSIGNMENTS AND PERFORMANCE

The most sensitive and detailed assessment of student progress is that conducted on an everyday basis through the evaluation of assignments and student performance of classroom and clinical performance. To enhance success, performance concerns should be addressed with the student by the instructor as soon as they arise and not held for mid-term reviews, or end-of term grades. This may also lead to involvement of the student’s advisor and/or the Student Development Committee as determined by the faculty member. (See II. D. for grade standards, and III. B.3.a.& b. for process)

B. COMPREHENSIVE STUDENT REVIEW:

At a pre-determined time or times in each semester, (but no later than mid-semester,) the faculty of each program will conduct a comprehensive review of student performance. Students’ standing will be noted as follows:

1. Good Academic Standing: Students who meet the minimum standards and requirements set by the program and UNE. Students in good standing may continue to progress without restriction toward graduation.

2. Probationary Standing: Students who remain on probation as a result of a prior SDC Review. Progress or concerns should be noted and discussed as needed at this time.

3. New Concern(s) Identified: Any concerns newly identified by the Comprehensive Student Review may be referred for Advising or to the SDC for resolution.

a. Referral for Advising: When initial or minor concerns are first noted by a faculty member *at or prior* to the Comprehensive Student Review, the relevant faculty member(s) will notify the student and the student's academic and/or field/clinical advisors as appropriate to review the circumstances in person with the student. The content and action steps determined at any such meeting will be documented and shared with the student in writing within two business days.

b. Referral to Student Development Committee: If a resolution cannot be reached at the level of the Advisor or the concerns are substantial in nature, the matter is referred to the SDC for a formal Review. Significant concerns may include academic performance (e.g. falling below a 3.0 GPA for semester or cumulative, C- or below in course, or "Fail" in a pass/fail course) or professional conduct. (See below.)

C. STUDENT DEVELOPMENT COMMITTEE REVIEW

SDC reviews are intended to support students' academic progression, and are required in cases where a student is failing to maintain academic standards in the classroom or field, is accused of engaging in professionally inappropriate behavior, or is accused of violating academic integrity. An SDC review can be recommended by an advisor or other faculty member, Program Director, or the faculty as a whole as an outcome of the Comprehensive Student Review. In the event of an alleged breach of ethical conduct, any aggrieved or responsible party may request that an SDC Review be conducted. Through the review process, the Student Development Committee is responsible for examining the concerns cited, evaluating their merits, determining student status, and recommending a course of action.

1. Responsibilities of the Committee Chair: The SDC Chair is responsible for notifying all involved parties including the student when a formal SDC Review is required and the rationale for it. When the rationale includes clinical or fieldwork concerns, every effort will be made to include the relevant parties from the clinical or fieldwork site in the meeting either in person, conference call or videoconference.

2. Responsibilities of the Committee: The SDC is responsible for:

a) Gathering all pertinent information relevant to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors. The process is outlined in the standard SDC Review Form

b) Determination of student status

i. Probation: Probationary status allows a student to continue under certain specific criteria as determined by the SDC at a formal review. Students placed on probation will receive a letter from the PD outlining the conditions of probation and the steps required to return to good standing. Barring any exceptional circumstances, students who do not return to good standing within the specified time frame will be dismissed from the program.

ii. Return to good standing: Once a student has successfully completed the criteria specified in the SDC Review to the satisfaction of the SDC, the Committee will inform the PD who will send a letter to the student indicating return to good standing.

iii. Dismissal: Students may be dismissed for a variety of reasons, including but not limited to (1) unacceptable academic performance; (2) failure to remove probation status; or (3) a conduct violation.

c) Recommending Actions steps:

The SDC will develop and recommend a plan of action to be taken to achieve stated outcomes, including the identification of responsible parties and expected dates of actions. This may include

helping a student achieve educational objectives (e.g., remediation, use of the learning assistance center); employing alternate pathways to achieve educational objectives (e.g. extending field work hours beyond normal expectations, retaking a course); or specifying other terms for a student to remain in the program. The plan of action also describes the consequences for success (e.g. removal of probationary status) or failure to comply with or achieve the stated goals (e.g., probation, dismissal, or other.)

d) Timetable: The SDC decision re student status and recommended action steps are made within two (2) business days following the meeting(s) and communicated to the program director in writing. The PD reviews the report and seeks clarification if needed. The PD then communicates the action steps to the student in writing within five (5) business days. e) Scheduling: To insure the greatest chance for a successful outcome, educational and conduct concerns should be identified as early as possible, and the SDC Review process initiated promptly. Except in rare exceptions, this means a minimum of 2 weeks prior to the end of the current semester or term.

3. Responsibilities of the Student:

The student is responsible for participating in the SDC Review process. This includes providing information as requested and playing an active role in the development of the action steps.

4. Responsibilities of the Program Director:

The PD has a unique role as a member of the faculty while also providing administrative oversight for all program functions. In the case of SDC Reviews, the PD will review the determination of status by the SDC to ensure that policies have been followed and procedures implemented. In the case that the PD believes that there are any potential concerns about the process, such as procedural irregularities or additional information that should be considered, the PD will communicate these concerns to the SDC for reconsideration. The SDCs recommended action steps will be reviewed by the PD for logistical viability (faculty workload, support services, etc.). The PD will then either approve the plan as is or recommend modifications to the SDC. Following this step, the SDCs determination of status and recommended action steps will again be forwarded to the PD, who then communicates the outcome to the student.

5. Responsibilities of the Associate Dean(s):

The Associate Dean(s) serves as a consultant to the SDC and PD re policies and procedures on an as needed basis.

6. Student Appeals:

A student has the right to appeal to the Dean decisions affecting progression following the process outlined in the [UNE Student Handbook](#).

D. ADDITIONAL PROCEDURES:

1. Leave of Absence (LOA). An LOA can be recommended by the Student Development Committee or be initiated as a student request. Students who desire to request a leave of absence are encouraged to begin the process with a discussion with their Academic Advisor. If a decision is made to proceed, a [Request for Leave of Absence Form](#) is completed by the student, signed by the Advisor, and submitted to the PD, who has final approval. Leaves of absence can be requested for academic, medical or other personal reasons, and are ordinarily granted for a period not to exceed one year.

2. Withdrawal: Students wishing to withdraw for any circumstance must complete the required [University Withdrawal Form](#). Official withdrawal also requires approval by the PD.

IV. Appeals, Grievances, and Complaints Other Than Academic Progression

Occasionally, a student may have a grievance regarding another issue. A student grievance with a faculty member should be addressed first directly with the faculty member. If a student is not satisfied following this step, the student may request a review by contacting the PD. The director

has the discretion to address the concern directly, or to form a grievance committee. Questions about procedural options should be directed to the PD.

Grievances or complaints about other aspects of the program may be brought to a faculty member or the PD by an individual student or through student class representatives. If this does not successfully resolve the concern, a single student or a group of students may bring their complaint or grievance to the College Dean or other relevant administrative unit as per the guidelines in the UNE Student Handbook.

V. Support/remediation/learning assistance

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance and/or conduct issues. The intent is to increase the likelihood of a student's educational and professional success. It is a formal process, developed by faculty in conjunction with the student, and formally documented with specific measurable and attainable outcomes. It may be initiated on the recommendation of a faculty member or required by the Student Development Committee, based on the judgment that the concern has the potential to be successfully addressed through reasonable strategies using available resources.

Any student who is offered the opportunity to develop a remediation plan, whether recommended or mandatory, is strongly encouraged to seek input from the academic advisor, the PD, and other relevant stakeholders. Mandatory remediation plans are developed and presented by a student in writing to the Student Development Committee for approval. The terms specified in an approved plan must be successfully completed within the specified time lines of the plan. Failure to successfully complete the terms of a mandatory remediation plan will result in dismissal from the program.

Students are strongly encouraged to make full use of the services of the Student Academic Success Center (SASC). The staff of the SASC may be involved in remediation plans and their recommendations may be incorporated into an educational review in order to enhance achievement of the stated goals.

VI. Academic Integrity Policy of the University of New England:

(adopted by the UNE University Council, September 10, 2010)

“The University of New England values academic integrity in all aspects of the educational experience. Academic dishonesty in any form undermines this standard and devalues the original contributions of others. It is the responsibility of all members of the university community to actively uphold the integrity of the academy; failure to act, for any reason, is not acceptable. Charges of academic dishonesty will be reviewed by the dean of the appropriate College and, if upheld, will result at minimum in a failing grade on the assignment and a maximum of dismissal from the University of New England. Academic dishonesty includes, but is not limited to the following:

1. Cheating, copying, or the offering or receiving of unauthorized assistance or information.
2. Fabrication or falsification of data, results, or sources for papers or reports.
3. Actions that destroy or alter the work of another student.
4. Multiple submissions of the same paper or report for assignments in more than one course without permission of each instructor.
5. Plagiarism: the appropriation of records, research, materials, ideas, or the language of other persons or writers and the submission of them as one's own.”

VII. Graduation

All students must file an Application to Graduate via [U-Online](#). Once logged in, select Student Services, Student Records, and Apply to Graduate, and then follow the on-screen instructions. You will only be permitted to file an Application to Graduate online once. To make any changes, please contact Registration Services at UNERegistrar@une.edu.

Graduation requirements for individual graduate programs may vary. Please see your particular program's catalog page for details:

[Nurse Anesthesia](#), [Occupational Therapy](#), [Physical Therapy](#), [Physician Assistant](#), [Social Work](#)

**University of New England
Department of Physical Therapy**

I have received a copy of the University of New England's Doctor of Physical Therapy (DPT) Student Handbook. I have had an opportunity to review and discuss its contents, and I agree, as a student enrolled in this Program, to adhere to the policies and guidelines set forth. All policies and procedures outlined in the Student Handbook are subject to change during the course of the Program, and it is my responsibility to not only keep abreast of these changes, but recognize them as a requirement for graduation from the program.

Print Name: _____

Signature: _____

Date: _____

Graduating Class of: _____