



**UNIVERSITY OF  
NEW ENGLAND**

Westbrook College of Health Professions

# **DEPARTMENT OF PHYSICAL THERAPY**

# **STUDENT HANDBOOK**

## **DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM**

(Effective August 1, 2016 to July 31, 2017)

### **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 students.

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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. Student appeals of any department decision or action resulting from an academic or conduct review will follow the procedures as outlined in the UNE Student Handbook and/or the [WCHP Graduate Program Progression Policies](#) (Appendix 3).

All policies herein are in effect from August 1, 2016 to July 31, 2017

### 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](mailto: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.

Neither employment nor study, nor institutional services, programs, and activities should be hindered by such prohibited bias factors as race, sex, sexual orientation, gender identity and expression, ethnicity

or national origin, religion, age, creed, color genetic information, physical or mental disability, HIV status, or status as a veteran. 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 500 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 practical experiences are integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients.

## CURRICULUM BY SEMESTER

YEAR 1	Credits	YEAR 2	Credits	YEAR 3	Credits
		<b>AY2 – Summer</b>	<b>11</b>	<b>AY3 – Summer</b>	<b>8-10</b>
		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*
<b>AY1 Fall</b>	<b>17</b>	<b>AY2 – Fall</b>	<b>10</b>	<b>AY3 – Fall</b>	<b>13</b>
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
<b>AY1 – Spring</b>	<b>18</b>	<b>AY2 - Spring</b>	<b>14-16</b>	<b>AY3 – Spring</b>	<b>10</b>
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.

## **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” (see page 16). The Department of Physical Therapy does not accept transfer of credit from other institutions or otherwise grant advanced standing in the program to satisfy any graduation requirement.

## **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, as set forth by CAPTE, effective January 2016:

### **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.

All reported changes in a student's ability to meet the Essential Technical Standards are reviewed by the department Student Development Committee (SDC). The SDC will recommend a course of action to the core faculty, which could include any of the following –

- Student continues progression in the program with or without accommodations;
- Student takes a Leave of Absence in order to meet the Technical Standards;
- Student is dismissed from the program.

The core faculty makes the final decision on the course of action, by majority vote. The Program Director will then write a letter to the student outlining the specific conditions of the outcome, including the accommodations and re-entry plan as appropriate.

## 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 is 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 must be reported to the Program Director. Injuries sustained while on Clinical Practica must be reported to the CI and the

ACCE / DCE. Injuries sustained off campus during non-school related activities or illnesses acquired must 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* Beginning with the UNE PT Class of 2018, all students are required to have a criminal background check prior to beginning the program. Further information regarding this requirement will come from the Department Director.

Some clinical facilities where education of UNE DPT students is conducted may require further tests such as drug screening and/or follow-up criminal background checks. 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>
Jim Cavanaugh	Room 205	ext. 4595	<a href="mailto:jcavanaugh@une.edu">jcavanaugh@une.edu</a>
Jeanne Charles	Room 215	ext. 4596	<a href="mailto:jcharles@une.edu">jcharles@une.edu</a>
Erin Hartigan	Room 211	ext. 4443	<a href="mailto:ehartigan@une.edu">ehartigan@une.edu</a>
Dennis Leighton	Room 208	ext. 4594	<a href="mailto:dleighton@une.edu">dleighton@une.edu</a>
Amy Litterini	Room 204	ext. 4586	<a href="mailto:alitterini@une.edu">alitterini@une.edu</a>
J. Adrienne McAuley	Room 207	ext. 4387	<a href="mailto:jmcauley@une.edu">jmcauley@une.edu</a>
Sally McCormack Tutt	Room 206	ext. 4593	<a href="mailto:smccormack@une.edu">smccormack@une.edu</a>
Eileen Ricci	Room 209	ext. 4588	<a href="mailto:ericci@une.edu">ericci@une.edu</a>
Katherine Rudolph	210 Linnell Hall	ext. 4113	<a href="mailto:krudolph@une.edu">krudolph@une.edu</a>
Mike Sheldon	Room 214A	ext. 4591	<a href="mailto:msheldon@une.edu">msheldon@une.edu</a>
Brian Swanson	Room 212	ext. 4592	<a href="mailto:bswanson2@une.edu">bswanson2@une.edu</a>

## Academic Policies

Students enrolled in the DPT Program will adhere to the [WCHP Graduate Program Progression Policies](#), (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. DPT 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. When considering a student’s academic standing when on probation, the SDC will only utilize a full academic semester to determine if the conditions of the probation have been met. Part-time semesters or semesters while on clinical rotations will not be utilized. This procedure will be outlined in the student’s probation letter from the Department Director.
3. If a student is placed on probation as a result of failing to meet the WCHP standard for cumulative grade point average, and in the subsequent semester the student has not achieved a cumulative grade point average of 3.00 or higher, the SDC will have the option to recommend continued probation if the cumulative grade point average has improved, but may still be below the WCHP standard of 3.00.
4. 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.
5. Numeric grades that fall between whole numbers will be rounded at the discretion of the course instructor.
6. 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 SDC.
7. 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.

A summary of these policies and actions appears in the table below –

<b>Academic Standard Violation</b>	<b>SDC / Dept Action</b>	<b>Time of next review</b>	<b>Action at next review</b>
Semester GPA below 3.0	Placed on probation	Following next full-time academic semester.	If – <ul style="list-style-type: none"> <li>• Semester GPA at or above 3.00, student is returned to Good Standing</li> <li>• Semester GPA below 3.00, student is dismissed from DPT program.</li> </ul>
Cumulative GPA below 3.0	Placed on probation	Following next full-time academic semester.	If – <ul style="list-style-type: none"> <li>• Cumulative GPA at or above 3.00, student is returned to Good Standing</li> <li>• Cumulative GPA remains below 3.00 but is improved from previous semester, student remains on probation. Next SDC review is at next full-time semester.</li> <li>• Cumulative GPA remains below 3.00 and is lower than previous semester, student is dismissed from DPT program.</li> </ul>
Any required course grade below B-	Placed on probation. Student must re-take course when next offered.	Following completion of re-take.	If – <ul style="list-style-type: none"> <li>• Re-take grade is B or above, or “Pass” in “P-F” course, student returns to Good Standing and rejoins program.</li> <li>• Re-take grade is B-, student remains on probation and re-joins program.*</li> <li>• Re-take grade is below B- or “Fail” in “P-F” course, student is dismissed from DPT program.</li> </ul>
* Re-take course grade B-	Remain on Probation, re-join program.	Next full-time semester.	If – <ul style="list-style-type: none"> <li>• Student meets semester and cumulative GPA standards, student is returned to Good Standing</li> <li>• Semester GPA remains below 3.00 but is improved from previous semester, student remains on probation. Next SDC review is at next full-time semester.</li> <li>• Student does not meet semester and cumulative GPA standards, student is dismissed from DPT program.</li> </ul>
More than two grades of B- or below in any required courses.	Student is dismissed from the DPT program.		

### Withdrawal from a Course

A student who withdraws from any class offered by the Department of Physical Therapy before the course is 2/3 completed shall have a grade of “W” (Withdraw) entered as the course grade. If the course withdrawal is after the course is 2/3 complete, a grade of “WP” (Withdraw Passing) or “WF” (Withdraw Failing) will be entered as the course grade, based on the student’s prorated grade at that point in the semester as determined by the course coordinator/instructor.

W and WP grades are not computed as part of the student’s semester or cumulative grade point average. WF grades are computed in semester and cumulative grade point averages as a Failing grade (F).

### Leave of Absence:

A Leave of Absence from the University does not necessarily mean that a student will be permitted to return to the DPT Program. 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
  - iii. Reaffirm the absence of criminal activity and/or positive drug tests.
- 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.

#### Attendance at Professional Meetings

There are some circumstances in which a missed class due to attendance at a professional conference will be considered an excused absence, based on the following criteria –

- The conference/meeting must be an APTA event (e.g. NEXT Conference, Student Conclave, Combined Sections); or

- The student is presenting a scientific product (e.g. poster or platform) at a related professional conference.
- The excused days will be the published dates of the conference, with one day of travel before and after;
- The student must be in Good Standing within the department;

If the absence is considered to be excused, the student -

- is responsible for all missed class materials; and
- will make up all graded course activities according to a time table set by the course instructor

If a student plans to miss class(es) within this policy, he or she must notify the academic advisor, the Department Director, and the course coordinator(s) as early as possible.

### 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.

The DPT Program follows the conduct code described in the [UNE Student Handbook](#) and the professional conduct code described in 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](#)

### Service Learning and Volunteer Attendance Commitments

If a student commits to participate in a service or volunteer learning activity, it is expected that the student will honor the commitment in the absence of a serious unforeseen circumstance.

### Dress Code

All students should be familiar with the WCHP guidelines for professional dress, as described in the [WCHP Graduate Program Progression Policies](#). In the Department of Physical Therapy, each course coordinator will further articulate dress expectations for activities in each course.

## Professional Salutations

Students should address faculty, guests, and colleagues in a professional manner, given the specific setting and situation. Each core faculty member of the department will make it clear in his or her class how he or she expects to be addressed (e.g. by degree, first name, etc.). All adjunct faculty and guest lecturers shall be addressed in a professional manner (e.g. Dr., Professor, Mr/Mrs.) at all times, unless otherwise set by the course coordinator.

## 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. This would include any activities occurring after your Criminal Background Check prior to starting the program..

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 will trigger referral to the SDC, as will the case of any student subject to a UNE Judicial Review or who is subject to legal action.

Once the SDC receives an allegation of misconduct, the committee will conduct its own investigation, which may involve reviewing additional documents, interviewing the student and/or other students with knowledge of the allegation, and/or any other people with knowledge of the allegation. After its review, the SDC will recommend a course of action to the core faculty, which could include any of the following –

- Student remains in Good Standing, whether allegations are found to have merit or not;
- Student is placed on probation, with or without a remediation plan;
- Student is required to take a Leave of Absence from UNE, with or without a remediation plan;
- Student is dismissed from the DPT program.

The core faculty makes the final decision on the student outcome, by majority vote. The Program Director will then write a letter to the student outlining the specific conditions of the student outcome, including the remediation plan and re-entry criteria as appropriate.

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](#)).

### 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 room has been straightened up, windows closed (e.g., Blewett 012) and 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 coordinator 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.

Students are not allowed to video or audio record physical therapy classes, including labs, unless approved by the course coordinator. If allowed, no video may be shared with classmates, nor posted in any format, either in a public or private location.

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 or similar device (e.g. tablet) 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. Student [Malpractice Insurance](#) requirements,
12. [\(Clinical Education Handbook\)](#)
13. Health Insurance Requirements [Required Health History, Immunization & Physical Forms](#),
14. [Faculty and student news](#)

## **Membership in the American Physical Therapy Association**

All students are expected to join the American Physical Therapy Association (APTA) and to maintain membership throughout the professional program. Students are also encouraged to participate at the state and national level. This is excellent preparation for a student's future role as a physical therapist. APTA student membership information is available on-line at: <http://www.apta.org/Membership/?navID=10737422526>

## **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. In addition, student focus-groups are conducted to obtain additional feedback at the conclusion of the program.

Appendix 1  
Critical Incident Report <sup>a</sup>

**Critical Incident Report <sup>a</sup>**

**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:** \_\_\_\_\_

<sup>a</sup> 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

<b>Professional Behaviors</b>	<b>Definition</b>
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.

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

## Appendix 2: Informed Consent

I, \_\_\_\_\_, give permission for \_\_\_\_\_ to participate  
Name of patient/client or guardian Name of patient/client/self

in 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 Effective Academic Year 2016-2017

#### 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.” (<http://www.une.edu/studentlife/multicultural/index.cfm>)

#### 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. (*Some exceptions apply*)
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) .
5. Provide a transcript and letter of good academic and professional standing from the Program Director/Chair if previously enrolled in a professional program in a similar discipline. (Exception MSW and MSWO)
6. Comply with the University’s Immunization Policy prior to matriculation.

#### C. IT IS RECOMMENDED THAT AN APPLICANT:

Provide documentation of volunteer and/or job-shadowing experience in settings represented by the profession of interest. Preparation for any professional degree is enhanced by an increased familiarity with the unique roles and responsibilities of that profession. In some WCHP programs, job-shadowing is required for application to the program.

## 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 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 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		

### 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 Physical Therapy (PT), Occupational Therapy (OT), Nurse Anesthesia (NA), and Social Work (SW). A minimum GPA of 2.0 (both cumulative and per semester), or “Pass” in each Pass/Fail course, is required for good standing in the Physician Assistant (PA) program. Falling below that standard at any time will result in a referral to the Student Development Committee (SDC) for review, and could result in probation or dismissal. Students on probation who are unable to return to good standing in the time specified by the program may be subject to dismissal from the program.
2. A course grade of “C+“ or below (PT, OT, SW, NA) OR “D” or below (PA) in a graded course or “Fail” in a Pass/Fail course, commonly results in an immediate referral to the SDC for review and ordinarily result in one or more of the following:

a delay in the student's progress, assignment of marginal status, placement on probation, and/or additional consequences and specific requirements including dismissal from the program as recommended by the SDC and documented per the process outlined in Section III.B.

3. If it is determined to be appropriate for a student to retake a course, a grade of "B" or better (OT, SW), B- or better (NA, PT) or "C" or better (PA), or "Pass" in a Pass/Fail course is expected, and failure to achieve this standard will ordinarily result in dismissal from the program.

(See section "III. Student Progression" for procedural details)

#### E. EXPECTATIONS FOR PROFESSIONAL BEHAVIOR:

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. It is expected that students will:

1. Read and agree to comply with the policies and procedures outlined in the *UNE Student Handbook* ; access: [UNE Student Handbook](#)

a. Content: Policies and procedures, including the University Conduct Code, which governs 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. Become 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:

<http://www.aana.com/resources2/professionalpractice/Documents/PPM%20Code%20of%20Ethics.pdf>

b. Occupational Therapy:

<http://www.aota.org/consumers/ethics/39880.aspx>

c. Physical Therapy:

[http://www.apta.org/uploadedFiles/APTAorg/About\\_Us/Policies/Ethics/CodeofEthics.pdf](http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf)

d. Physician Assistant:

[http://www.aapa.org/your\\_pa\\_career/becoming\\_a\\_pa/resources/item.aspx?id=1518&terms=Code%20of%20Ethics](http://www.aapa.org/your_pa_career/becoming_a_pa/resources/item.aspx?id=1518&terms=Code%20of%20Ethics)

e. Social Work:

<http://www.naswdc.org/pubs/code/default.asp>

3. Adopt the following standards of professional behavior, applicable to students across all health professions. Students are expected to progressively develop these skills and abilities during their course 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 demonstration of:

- a. Communication Skills- communicate effectively (i.e. verbal, non- verbal, electronic, 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 interpret scientific evidence to develop a logical argument, and to understand how bias affects the decision making process.
- h. Use of Constructive Feedback – solicit 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 and 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 life balance.

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

5. Dress appropriately for the professional context and institutional setting, whether in a 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. Nametags 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. Delivery of safe, competent care and related services, all of which underscore 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 may result in a referral for academic advising and/or a referral to the Student Development Committee. (See III.C.)

#### **F: VIOLATIONS OF PROFESSIONAL BEHAVIOR STANDARDS:**

Improper, unethical, or unprofessional conduct may result in a referral to the Student Development Committee for review and recommendations. (This policy does not supplant the University Judicial Process, including the determination of other conduct issues, as described in the UNE Student Handbook.) Depending on circumstances, a confirmed violation of professional behavior standards may result in (a) remediation prior to progressing further in the program, (b) receiving a failing grade in a course, or (c) dismissal from the program. In all cases, students will receive written notice regarding the nature of the professional behavior violation, its consequences, and any stipulated conditions for continuation in the program. All documentation related to professional behavior and/or 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: (1) regular instructor evaluation of assignments and performance; (2) program level review through regularly scheduled Comprehensive and/or other Student Reviews; and (3) Student Development Committee (SDC) reviews as needed. Comprehensive reviews are the responsibility of the full faculty of each program. Each program also has an SDC, comprised of a minimum of three faculty members. Program Directors ordinarily do not serve on the SDC, and membership may 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 make recommendations for action when a student has failed to maintain academic and professional behavior 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 which is conducted on an everyday basis through the evaluation of assignments in the 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 SDC 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. Marginal Standing: Concerns have been previously noted but were not of sufficient consequence to merit probation.
3. 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.

Any concerns newly identified by the Comprehensive Student Review may be referred for advising or to the SDC for resolution:

1. Referral for Advising: When initial or minor concerns are first noted by a faculty member *at or prior* to the Comprehensive Student Review, the respective faculty member will notify the student and the student's academic and/or faculty responsible for clinical/field experiences to review the circumstances in person or via conference call, and with the student. The content and action steps determined at any such meeting will be documented and shared with the student in writing.
2. Referral to Student Development Committee: If a resolution cannot be reached at the level of the advisor, or the concerns are substantial in nature, then the matter is commonly referred to the SDC for a formal review.

## 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 placement, is accused of engaging in professionally inappropriate behavior, or is accused of violating academic integrity. An SDC review can be recommended by any faculty, including the student's or Program Director (PD), or the faculty as a whole as an outcome of the Comprehensive Student Review. In the event of an alleged student role in a professional behavior violation, any aggrieved or responsible party may request in writing that an SDC Review be conducted. Through the review process, the SDC 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.
- b) Recommending Status of the Student:
  - i) Marginal: This denotes that fact that concerns have been identified, and merit monitoring by the student's advisor(s).
  - ii) 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.
  - iii) 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.
  - iv) 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 professional behavior violation.
- c) Formulating and Recommending Action 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.)

### 3. Responsibilities of PD/Faculty

The SDC recommendation regarding student status and plan of action are made following the meeting(s) and communicated to the program director/ faculty in writing. The PD reviews the report and seeks clarification if needed. The PD then communicates the action steps to the student in writing. To insure the greatest chance for a successful outcome, educational and professional behavior concerns should be identified as early as possible, and the SDC Review process initiated promptly.

### 4. Responsibilities of the Student:

The student is required to participate in the SDC Review process either in person or via conference call. This includes providing information as requested and playing an active role in the development of the action steps.

### 5. 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. The PD will review the determination of status 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 recommendation of status and recommended action steps will again be forwarded to the PD/ faculty. The PD then communicates in writing the outcome to the student.

### 6. Responsibilities of the Associate Dean(s):

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

### 7. 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 requested by a student, or recommended by the advisor, PD or SDC. Students requesting a leave of absence are encouraged to begin the process with a discussion with their Academic Advisor. If a decision is made to proceed, the appropriate LOA form is completed by the student 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. The petition form is available at:

<http://www.une.edu/registrar/upload/leaveabsence.pdf>).

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.

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 professional behavior concerns. 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): <http://www.une.edu/studentlife/portland/portland-student-academic-success-center> 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:**

“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.”