



**UNIVERSITY OF
NEW ENGLAND**

Westbrook College of Health Professions

**PHYSICAL THERAPY
DEPARTMENT**

**STUDENT
HANDBOOK**

FOR THE

**POST-PROFESSIONAL
DOCTOR OF PHYSICAL THERAPY
(DPT-P)
PROGRAM**

(Effective August 31, 2011 to September 1, 2012)

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INTRODUCTION

This Handbook outlines the objectives of the Post-Professional Doctor of Physical Therapy (DPT-P) program at the University of New England (UNE). It also contains those policies and procedures of the Department of Physical Therapy that affect you. Members of any community have rules and regulations that insure that certain rights and responsibilities are explicit and protected for all. These policies are not intended to be unduly restrictive, but rather insure the program operation is consistent with its obligations as a professional physical therapist education program.

Please read the Handbook; it is your responsibility to be familiar with the contents and to seek verification of any questions regarding the contents.

All policies herein are in effect from August 31, 2011 to September 1, 2012.

Non-Discrimination Policy

The University 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. The University of New England 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. The University is committed to its Equal Opportunity Policy.

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. 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 *educates students for contemporary physical therapy and advances the profession through its commitment to excellence in academics, clinical education, scholarship, and service. The department seeks to develop compassionate leaders who think critically, reason intelligently, collaborate interprofessionally, and who promote health and wellness.*

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, inter-professional partnerships, and its strong service-oriented commitment to improving the health and well being of individuals, communities, and the profession of physical therapy.*

Program Goals

The faculty has identified the following six program goals that are compatible with the missions of the Department, College, & University and attained through the curriculum and the activities of the students and faculty:

- 1) **Core Attributes:** Graduate *Compassionate, Collaborative Leaders* who are *Critical Thinkers*, and who promote *Health & Wellness*.
- 2) **Academics:** Develop academic excellence within the program and in collaboration with other units of the University.
- 3) **Clinical Practice and Education:** Develop clinical practice and education opportunities for students and faculty within and beyond UNE.
- 4) **Research & Scholarship:** Develop areas of interprofessional and individual research and scholarship.
- 5) **Service:** Develop opportunities for the department to promote community and professional service.
- 6) **Program Development:** Create efficient processes and resources to support and develop the DPT program.

DPT-P EDUCATION PROGRAM

Description

The DPT-P program offers physical therapists with a previously obtained baccalaureate or master's degree the opportunity to update their knowledge base in areas within the profession that have been augmented over the past five to 10 years as reflected in the current DPT degree curriculum.¹ Moreover, the DPT degree allows physical therapists to better position themselves as autonomous providers in the health care system by enhancing their current knowledge base and clinical skills in a

variety of areas, including foundational sciences, evidenced based practice, clinical decision-making, management sciences, prevention and wellness, and health care policy.

The DPT-P program culminates in the DPT degree and is “conferred upon completion of a structured post-professional educational experience that results in the augmentation of knowledge, skills, and behaviors to a level consistent with the current professional (entry-level) DPT standards. The DPT-P program enables the US-licensed physical therapist to attain degree parity with therapists who hold the professional DPT by ‘filling in’ any gaps between their professional baccalaureate or master’s degree PT education and the current professional DPT degree education.”¹

Curriculum

The Post-Professional DPT (DPT-P) program is an on-line educational experience, requiring the successful completion of six courses totaling 18 credit hours. Courses may be completed in any sequence with the exception of the capstone course, which must be taken after successful completion of all other courses.

Curriculum subject areas and credit hours are listed below:

PTH 730: Pharmacology	3 credits
PTH 732: Management Sciences	3 credits
PTH 734: Clinical Reasoning and Evidenced-Based Practice	3 credits
PTH 736: Prevention, Health Promotion and Wellness	3 credits
PTH 738: Legislation and Policy	3 credits
PTH 740: Capstone in Clinical Practice	3 credits

Graduation Requirements

To be awarded the degree of Doctor of Physical Therapy, the students in the Post-Professional must complete each required academic course with a grade of B- or higher and complete the course requirements within three years of matriculation.

Course Waivers

Up to one course requirement may be waived for students by demonstration of course equivalency, which will ONLY be granted if the student has successfully completed (B- or higher grade) an equivalent graduate-level course that addresses the educational outcomes in the course to be waived. Work experience may also be included in requests for a course waiver IN ADDITION TO previous graduate course work. All requests for waiving course requirements will be reviewed by the Department Admissions Committee.

Note: All requests for course waivers must be submitted at the time of matriculation to the DPT-P program.

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.

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 DPT-P program provides learning experiences to achieve current educational outcomes for practice in physical therapy identified in the American Physical Therapy Association's *A Normative Model of Physical Therapist Professional Education: Version 2004*², a consensus-based model that serves as a critical resource for the Commission on Accreditation in Physical Therapy Education (CAPTE) for its periodic review and update of the evaluative criteria for professional education programs in physical therapy. While DPT-P programs in the United States do not currently require accreditation by CAPTE, the faculty believes these educational outcomes best reflect current expectations for physical therapy education that culminates in the award of the DPT degree. These educational outcomes are also consistent with the competencies for the DPT-P graduate published by the APTA³.

The specific educational outcomes are stated below by content area.

Foundational Sciences

Pharmacology

1. Describe the primary pharmacokinetic factors involved in drug therapy (drug administration, absorption, distribution, interaction and elimination).
2. Draw a dose response curve for drugs, and indicate the threshold dose and ceiling dose.
3. Describe the primary methods of enteral drug administration (oral, buccal/sublingual, rectal) and the primary methods of parenteral drug administration (injection, inhalation, topical, transdermal, others).
4. Identify factors that may affect drug absorption and distribution, including physical modalities, electrical modalities, and massage.
5. List the primary tissues and organs responsible for drug metabolism.
6. Differentiate between local versus systemic effects of various drugs commonly encountered in physical therapy practice.

7. List and discuss the factors that can alter normal pharmacokinetics, e.g. age, gender, disease, nutrition, body composition.
8. Explain how altered pharmacokinetics may alter intended drug effects.
9. Explain how intended or altered drug effects are recognized in patients/clients receiving physical therapy, including life-threatening interactions.
10. Explain and justify the physical therapy plan of care in consideration of intended or altered drug effects.

Diagnostic Testing

1. Understand the indications for diagnostic imaging tests including X-ray, MRI, CT Scan, ultrasound, fluoroscopy, PET scan, endoscopy, etc.
2. Understand the indications for diagnostic laboratory tests including biopsy, blood work, etc.
3. Analyze and interpret various diagnostic images and imaging reports.
4. Analyze and interpret the results of various laboratory tests and reports.
5. Apply the findings from diagnostic imaging and laboratory tests in the physical therapy evaluation and development of the plan of care.

Management Sciences

1. Differentiate between the different management and organizational theories.
2. Determine the organizational structure at a given place of employment.
3. Discuss how the given organizational structure and culture impact on delivery of physical therapy services at a given place of employment.
4. Identify actual and potential sources of conflict in the work setting.
5. Identify and discuss various conflict resolution strategies to address actual and potential sources of conflict in the work setting.
6. Develop a budget reflecting anticipated costs, revenues, and profit for a given business activity.
7. Differentiate between direct and indirect costs.
8. Discuss decision-making approaches to resource allocation, include concepts such as current and future value of money.

9. Analyze and interpret financial statements.
10. Analyze and interpret financial terms, conditions and implications of insurance contracts.
11. Differentiate between management and leadership.
12. Self-assess one's leadership style and discuss implications for supervision of personnel and leadership roles.
13. Develop a strategic plan for a given organization or organizational unit.
14. Develop a marketing plan for a given service or activity.

Legislation and Policy

1. Identify the appropriate legislative body to make changes in various health care and physical therapy-related laws and regulations.
2. Identify various approaches of advocacy and lobbying for change in legislation.
3. Develop an advocacy letter addressing a current piece of relevant health care legislation.
4. Define risk management as related to one's work setting.
5. Identify behaviors and actions that place the physical therapist or employer at risk for legal action.
6. Differentiate between waiver of liability and informed consent.
7. Determine factors to consider when purchasing professional liability insurance.
8. Discuss implications of ADA legislation on the work setting.
9. Incorporate state practice act and rules and regulations into a given business plan.
10. Understand and incorporate the legal considerations involved in developing physical therapy business.

Clinical Sciences

Clinical Reasoning and Evidence-Based Practice

1. Compare and contrast various decision-making models.
2. Participate in the design and implementation of decision-making guidelines for patient/client management and administrative responsibilities.

3. Understand and apply the disablement and patient/client management models in physical therapy practice.
4. Compare and contrast the different levels of evidence.
5. Use current technology resources to access relevant scientific literature.
6. Critically evaluate published literature relevant to physical therapy practice.
7. Discuss your integration and application of evidence-based practice as related to the physical therapy management of patients with disorders of the musculoskeletal, neuromuscular, cardiovascular-pulmonary and integumentary systems.

Outcomes Measurement

1. Implement methods to assess individual and collective outcomes of patients/clients with disorders of the musculoskeletal, neuromuscular, cardiovascular-pulmonary and integumentary systems using valid and reliable measures that take into account the setting in which patients/clients receive services, the variables of cultural competence, and the effect of societal factors, e.g. reimbursement.

Prevention, Health Promotion, Fitness and Wellness

1. Discuss local, state and national initiatives as related to the public health agenda.
2. Access and use morbidity and mortality statistics as one basis for physical therapy prevention intervention.
3. Interpret population statistics in terms of supply and demand for physical therapy services, including emerging scope of practice in the areas of prevention, health promotion, fitness and wellness.
4. Estimate occurrence and risk of common medical diagnoses encountered in physical therapy practice.
5. Identify and assess the impact of health disparities among different racial and socioeconomic groups in the U.S.
6. Develop a population screening activity relevant to physical therapy practice.
7. Develop individual and population-based interventions to address identified risk factors associated with a given physical therapy-related problem.
8. Estimate and assess the potential effects of a prevention, health promotion, fitness or wellness program.

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](#)

Academic Advising

Students are responsible for contacting their advisor to discuss their academic progress. Telephone appointments with your advisor can be scheduled through Linda Rouillard, Administrative Assistant, Department of Physical Therapy at Lrouillard@une.edu or 207-221-4590. The faculty advisor will maintain a record for each advisee that includes information related to academic progress, copies of email communication, and summary notes of telephone conversations. Your academic advisor is Noel Squires, PT, DPT, OCS, CCI and Adjunct Clinical Assistant Professor, Department of Physical Therapy. My contact information is: gsquires@une.edu or 603-490-9777.

Academic Policies and Procedures

Students enrolled in the DPT-P Program will adhere to the following academic policies and procedures:

1. Students must complete, with a grade of “B-” or higher, all courses that meet the requirements for graduation. Students who earn a grade of “C” or lower in any of these courses will be placed on probation (see page 16) and must re-take the course (or its equivalent as determined by the course instructor) and earn a “B-” or better. Because most courses are only offered once during an academic year, the need to retake courses will, in most cases, result in needing to take the course in the following year. Earning a “B-” or better upon re-taking a course will result in removal from probation and a return to good academic standing (see page 16). If the student does not earn a “B-” or better in re-taking the course, the student will be dismissed from the DPT program.
2. Students are permitted to re-take two courses in the curriculum according to the conditions described above. Students who do not earn “B-” or better in a third course in the curriculum will be dismissed from the DPT-P program.

The following scale will be used to assign course grades:

A	=	94-100 percent
A-	=	90-93
B+	=	87-89
B	=	84-86
B-	=	80-83
C	=	70-79
D	=	60-69
F	=	less than 60

Numeric grades that fall between whole numbers will be rounded at the discretion of the course instructor.

Students will be expected to abide by additional course policies established by individual faculty members. Failure to abide by course policies or Department policies may also result in disciplinary action.

Conduct Code

Students enrolled in the DPT-P program 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 notice of conduct concerns.

1. *The UNE Student Handbook*

- Content: Policies and procedures, including the University Conduct Code, that govern the conduct of all UNE students.
- Access: [UNE Student Handbook](#)

2. 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*.

3. Access: [APTA Core Ethics Document](#)

4. Professional Behavior Expectations

- Content: Specific professional behaviors associated with various stages of DPT professional training. All behaviors are consistent with the APTA documents listed above. These professional behaviors (used with permission from Kontney, L. and May, W., 2010) and the related behavioral criteria are described below.
- Access: [DPT-P Student Handbook](#)

Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first clinical practicum

Intermediate Level – behaviors consistent with a learner after the first clinical practicum

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level. Students in the DPT-P program are expected to consistently demonstrate the following behaviors at this level.

Professional Behaviors

- a. 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.
- b. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
- c. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- d. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
- e. 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.
- f. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
- g. 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.
- h. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.
- i. 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.
- j. 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.

Conduct Violations:

The DPT faculty considers professional conduct to be one of the most important requirements for recommending any student for graduation from UNE. Accordingly, 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 (1) receiving a failing grade in a course, (2) the requirement of remediation prior to progressing further in the program, or (3) immediate dismissal from UNE. In all cases, students will receive written notice from the program director 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 within the physical therapy department.

Progression in the DPT Program

Progression Review

At the completion of each semester, the DPT-P Program Director affirms the status of each student in the program according to the following categories:

- Good Academic Standing: Students who meet the minimum standards and requirements set by the DPT-P program and UNE. Students in good standing may continue to progress without restriction toward graduation.
- Probation: Students who do not meet minimum standards for progression in the program. Students may be placed on probation for a variety of reasons, including but not limited to poor academic performance or conduct code violations. Students placed on probation will receive a letter from the Program Director outlining the conditions of probation and the steps required to return to good standing. Students who do not return to good standing within the time frame specified in the letter will be dismissed from the program.
- Leave of Absence: Students who have temporarily stopped their progression in the program. Students may formally initiate a leave of absence from the DPT program due to academic, medical or other personal reasons. Students must complete a [Leave of Absence](http://www.une.edu/registrar/upload/leaveabsence.pdf). (<http://www.une.edu/registrar/upload/leaveabsence.pdf>). Leave of absences are ordinarily granted for a semester. Leave of absence requires approval by the Program Director.
- Withdraw: Students who permanently self-terminate further participation in the program. Students wishing to withdraw from the DPT-P program for any circumstance must complete the required [University Withdrawal Form](#). Withdrawal requires approval by the Program Director.
- Dismissal: Students who are permanently prohibited from further participation in the program. Students may be dismissed for a variety of reasons, including but not limited to 1) failure to remove probation status, 2) unacceptable academic performance in three courses during the length of the Program, or 3) Conduct Code violations. Dismissal requires approval by the Program Director.

Remediation

Remediation is a learning-oriented process through which students experiencing difficulty in the DPT-P program work to improve upon unsatisfactory performance and/or conduct issues. While remediation is not automatic or guaranteed, it is never intended to be punitive. Unlike less formal options for improving performance, remediation is a formal process, often developed by the student in writing, with specific, measurable, attainable outcomes that are relevant and time-bound. Depending on the nature of the issue, remediation can be recommended by a faculty member or required by the faculty at large. Any offer of remediation depends on the determination by faculty that individual student circumstances that negatively affect performance can be successfully addressed through reasonable strategies using available resources.

Illustrative Example:

Based on a student's report of emotional distress following a recent death in the family, an instructor offers a student the opportunity to remediate poor performance on a test. The student, considering his or her optimal learning style, develops a written proposal to write a paper on a test topic with which he or she had difficulty. The student submits the paper according to the specifications of the approved plan. Upon reviewing the paper, the instructor determines that the student's competence in the area has satisfactorily improved. As a result, the student earns an adjustment in the course grade.

Appeals

Students have a right to appeal decisions affecting their status in the DPT-P program. Appeals will be submitted to the Program Director. The Program Director (or designee) will then form an ad hoc committee of the Director (or designee) and two program faculty members to hear the appeal. The Committee will elect its Chair. The Program Director (or designee) will convey the decision of the Committee to the student. If the student is not satisfied with the Committee's decision, he/she may bring their appeal to the College Dean per the policies and procedures described in the UNE Student Handbook. Questions about procedural options should be directed to the Program Director.

GENERAL INFORMATION

Technology

The University of New England has three important online services that you will use as a distance education student. All three services may be accessed from www.une.edu by selecting the link to *eServices* at the bottom of the page. Here is an overview of these services.

U-ONLINE: Provides self-service access to your student and administrative records. Here you may update your personal information, register for classes (after initial new student registration), view your grades, pay your bill, etc. Your UserID is your PRN (Personal Reference Number) and your initial PIN is your date of birth MMDDYY.

myUNE: Provides Internet and Intranet services including e-mail, personal calendars, events calendars, groups, etc. Your myUNE e-mail account is the official communication tool between you and the university. It is your responsibility to check your e-mail for information from your program and from the university. Your LOGIN is your UNE username (in general your first initial and last name with a sequence number attached if there are similar names.) You can look up your username from the myUNE homepage. Your PASSWORD is your date of birth MMDDYY.

Blackboard Learning System (formerly WebCT): This is the course management system that will be used to deliver your courses online. Your LOGIN and PASSWORD is the same as myUNE.

For complete information, tutorials, system requirements, and help for these services as well as other technology related services please click on [Student Technology Survival Guide](#).

Membership in the American Physical Therapy Association

All students are expected to be members of the American Physical Therapy Association (APTA) and are encouraged to participate at the state and national level. Note: Many courses in the DPT-P curriculum require access to various resources on the APTA website, several of which are restricted to members.

Evaluation of Courses, Instructors, and Program

The students evaluate all instructors and courses. The purpose of the evaluation is to provide constructive feedback to an instructor in areas in which a person does particularly well or in areas in which improvement is possible. These evaluations are used as part of an instructor's annual performance appraisal and/or the University's reappointment, promotion, and tenure process.

At the completion of the program, students will be asked to complete a Comprehensive Program Survey, which evaluates all aspects of the DPT-P program.

Financial Aid

Students who need information concerning grants, loans, and scholarships should consult the Financial Aid Office. All correspondence should be sent to:

Financial Aid Office
University of New England
11 Hills Beach Road
Biddeford, ME 04005
Tel: (207)602-2342
Fax: (207)602-5946
finaid@une.edu

REFERENCES

1. FAQs: Transition Doctor of Physical Therapy (t-DPT) Degree. Accessed July 25, 2011 at <http://www.apta.org/PostprofessionalDegree/TransitionDPTFAQs/>
2. A Normative Model Of Physical Therapist Professional Education: Version 2004. American Physical Therapy Association.
3. "Competencies of the Transition DPT Graduate" at: <http://www.apta.org/PostprofessionalDegree/GraduateCompetencies/>