



UNIVERSITY OF
NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

**DEPARTMENT OF PHYSICAL
THERAPY**

STUDENT HANDBOOK

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

(Effective August 16, 2019 to May 31, 2020)

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 ensure that DPT program operation is consistent with its obligations as a professional physical therapist education program.

Students are responsible for being familiar with the contents and verifying the contents when questions arise. 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 1). Similarly, students are expected to abide by the APTA Core Values and Professional Behaviors (Appendix 2).

Compliance with Accreditation

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

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

Filing a Complaint with CAPTE

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

Non-Discrimination Policy

UNE operates in accordance with Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 as amended, the Maine Human Rights Act, and all other appropriate civil rights laws and regulations.

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.

Students with Special Needs

UNE will make reasonable accommodations for students with disabilities. Students should notify The Student Access Center 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 the [Student Access Center](#). Please also refer to discussion of Essential Technical Standards and testing accommodations on p.11 below.

MISSION, VISION, AND GOALS

The mission of the Department of Physical Therapy supports the missions of 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 *prepares students to thrive in a rapidly-changing world and, in so doing, to improve the health of people, communities, and our planet.*

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.

DPT Program Goals

- 1) **Core Attributes:** To graduate compassionate, collaborative leaders who are critical thinkers, and who promote health and wellness.
- 2) **Academics:** To develop academic excellence through thoughtful and coordinated teaching practice.
- 3) **Clinical Practice:** To promote faculty and student involvement in physical therapy clinical practice across the continuum of care in a variety of settings.
- 4) **Research and Scholarship:** To generate and disseminate new knowledge.
- 5) **Service:** To 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:** To develop and maintain efficient processes and resource use to support the Department's operations.

DPT EDUCATION PROGRAM

Description

The program aspires to graduate entry-level clinicians who are prepared to practice in culturally diverse health care settings. The curriculum is devised to prepare students to be a part of a doctoring profession by developing skills to promote evidence-based evaluation, care, and referral. The 106-credit 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.

Each student completes 3 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, skilled nursing facilities, home health care, outpatient private practices, ambulatory care centers, and school/preschool programs. 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. In addition, the student will participate in Integrated Clinical Experiences (ICE) during the didactic semesters.

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 Academic Progression Policies for more details). Transfer credits are rarely awarded to students who transfer from another physical therapy program. The PT Program Director will review and award transfer credits on a case-by-case basis.

DPT CURRICULUM BY SEMESTER 2019-2020

YEAR 1	YEAR 2	YEAR 3
	Credits	Credits
	AY2 – Summer	AY3 – Summer
	BIO 504 – Neuroscience PTH 516 – Pathology & Med Management: Cardiovascular PTH 522 – PT Management of Patients – Disorders: Cardiovascular and Pulmonary Systems PTH 525 – Practice Management 1 PTH 524 – Clinical Education Seminar	PTH 607 – Clinical Practicum 2 PTH 608 – Case Report 1 (Distance Education Course)
	11	8-10
	4 1 4 1 1	8 2*
AY1 Fall	AY2 – Fall	AY3 – Fall
BIO 502 – Gross Anatomy PTH 501 – Foundations of PT Practice 1 PTH 502 – Kinesiology PTH 507 – Introduction to Clinical Medicine	PTH 601 – Clinical Practicum 1 PTH 602 – Scientific Inquiry 2 (Distance Education Course)	PTH 700 – Practice Management 2 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
17	10	13
6 5 5 1	8 2	2 1 4 3 2* 2* 1
AY1 – Spring	AY2 - Spring	AY3 – Spring
PTH 503 – Normal Development PTH 504 – Integrated Clinical Experience (ICE) 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	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 610 – Comprehensive Exam I PTH 606 – Research Proposal or PTH 690 – Research Practicum I	PTH 706 – Public Policy and Physical Therapy PTH 707 – Clinical Practicum 3 PTH 711 – Comprehensive Exam II
19	15-17	11
2 1 1 2 11 2	3 5 6 1 2*	2 8 1

Philosophy of Education

The faculty is committed to excellence in teaching and believes it is their responsibility to facilitate learning by actively involving the student in the teaching-learning process. The faculty strives to create a secure and open environment for learning that fosters the development of critical thinking and problem-solving skills. Further, the faculty believes that education and learning occur inside and outside the educational program.

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. Program graduates are expected to continue to participate in professional and community activities that prepare them to meet the evolving physical therapy needs of society.

Student Learning Outcomes

The primary educational outcome of the program is to prepare students for clinical 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 students to achieve the following outcomes required for the practice of physical therapy upon graduation, as set forth by CAPTE, effective January 2016:

After completing the DPT 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](#)

- A. 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. 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.

A student's affirmation that he or she meets the Essential Technical Standards indicates the following:

1. The student can engage safely and competently without restriction in required learning activities occurring in the classroom, skills laboratory, community, or during clinical practica. Such learning activities not only require students to actively practice physical therapy skills from all 5 domains, but at times require students to serve as a "mock patient" for the benefit of classmates' clinical skills practice.
2. The student can engage safely and competently without restriction during graded course assessments (e.g., exams, lab skills checks and practical exams, assignments).

Students who cannot affirm their ability to meet Essential Technical Standards for any reason and at any point while enrolled as a DPT student may be at risk of poor academic performance, and therefore, of delaying their academic progression or of being dismissed from the program.

The program will provide reasonable accommodations to students who cannot affirm their ability to meet the Essential Technical Standards, but only to those students with documented disabilities who are registered with the UNE Student Access Center while completing the academic and clinical requirements for graduation. Such accommodations from the DPT program can only be provided to students who take the following steps:

1. Report the limiting issue immediately to the Student Access Center for a determination of whether or not accommodations for the limitation can be identified.
2. Provide current course instructors with a copy of the Student Access Center documentation that describes any identified accommodations that might be relevant to their respective courses.

Each instructor then will communicate with the Program Director if the accommodations can be reasonably handled within the context of his or her course. The Program Director, in turn, will evaluate the recommendations of the current course instructors and decide whether or not future course instructors might also need to evaluate the reasonableness of the accommodations for their upcoming courses. Based on this comprehensive collection of faculty input, the Program Director then will decide whether or not it is reasonable for the student to continue progressing in the program with the accommodations in place.

The Program Director will communicate the outcome of the review process to the student in writing, outlining the specific accommodations that will be made. Course instructors with a need to know about the accommodations, as well as the students' academic advisor, also will receive a written copy of the review outcome. When accommodations cannot be reasonably made by the program, the student may elect to take a Leave of Absence until the limiting issue resolves and he or she once again can affirm the ability to meet the Essential Technical Standards. If the limiting issue is unlikely to resolve even after a Leave of Absence, the student will be dismissed from the program.

Students who have received accommodations by the program should remember to:

1. Provide a copy of current the Student Access Center documentation to course instructors at the beginning of each new semester in which the disability exists.
2. Re-register with the Student Access Center at the beginning of each academic year in which the disability exists.

B. Testing Accommodations Procedure: The Department follows the testing accommodation policy as set forth by the Student Access Center: <https://www.une.edu/student-access-center/services/testing>

C. 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 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, 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.

D. Required Training and Testing: Prior to the start of each semester, students in the program are asked to demonstrate their compliance with immunization, criminal background check, HIPPA, CPR, and related health and safety requirements. The deadline for demonstrating compliance typically is set for 2 weeks before the beginning of each didactic semester. Deadlines may vary for clinical semesters. Students are responsible for ensuring that all of their documentation is up to date and can be produced upon request. Students who are not in compliance with any requirement after the posted deadline will be notified, and required to rectify the issue immediately; failure to do so will result in the student being prohibited from attending UNE classes, including clinical practica, until their non-compliance issue(s) have been resolved.

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

Consistent with WCHP Criminal Background Check policy (Appendix 3), all students are required to have a criminal background check prior to beginning the program. Further information regarding this requirement will come from the Program 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.

Comprehensive Examination and Electronic Portfolio

Students in the Class 2020 are required to take a comprehensive examination at two different points during their progression through the curriculum - during the 4th semester and again during the final semester. Comprehensive exam testing will not impact their grades, GPA, or standing within the program; rather this examination will serve to assess the effectiveness of the curriculum in meeting the students' needs relative to CAPTE criteria and the framework of the NPTE. Participation is mandatory. Students will be notified of the scheduled testing dates at the beginning of the relevant semester.

Beginning with the Class of 2021, students are required to formally take PTH 610 Comprehensive Exam 1 (Year 2 - Spring) and 711 Comprehensive Exam 2 (Year 3 - Spring). As part of PTH 711, students submit an electronic portfolio of activities that document their experiences during the program in professional development, cultural self-awareness and cultural competence, teaching and learning, and health promotion and leadership. The e-portfolio requirement for PTH 711 is introduced to students during the first semester of the program, at which time students gain access to their individual e-portfolios. Each e-portfolio is pre-populated with learning objectives, instructions, and helpful resources. Academic advisors serve as the primary point of contact for guidance and feedback for students about their developing portfolios over the course of the program.

E. Academic Advising:

Each student is assigned to a faculty advisor at the time of matriculation to the program. Advisors are members of the core faculty who serve as an academic and professional resource. Ordinarily this person continues as the advisor for the duration of the student's time in the program, unless the student or advisor requests a change through the Program Director. Students also are welcome to seek additional mentorship from other faculty members in the program.

Students are responsible to meet with their advisor as needed to discuss their academic progress, including their work on the electronic portfolio of extracurricular activities associated with PTH 711 Comprehensive Exam 2. Appointments to meet with an advisor should be made 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>Department Faculty</u>	<u>Proctor Hall</u>	<u>Phone ext</u>	<u>Email Address</u>
Jenny Audette	Room 214a	ext. 4591	jaudette2@une.edu
Kirsten Buchanan	Room 210	ext.4355	kbuchanan@une.edu
Jim Cavanaugh	Room 215	ext. 4595	jcavanaugh@une.edu

Erin Hartigan	Room 211	ext. 4443	ehartigan@une.edu
Mike Lawrence	202 Linnell Hall	ext. 4274	mlawrence3@une.edu
Amy Litterini	Room 208	ext. 4586	alitterini@une.edu
J. Adrienne McAuley	Room 207	ext. 4387	jmcauley@une.edu
Tara Paradie	Room 206	ext. 4572	tparadie@une.edu
Eileen Ricci	Room 209	ext. 4588	ericci@une.edu
Katherine Rudolph	210 Linnell Hall	ext. 4113	krudolph@une.edu
Matthew Somma	Room 212	ext. 4592	msomma@une.edu
Scott Stackhouse	Room 205	ext. 4581	sstackhouse@une.edu
Alia Sullivan	Room 204	ext. 4593	asullivan25@une.edu

F. Academic Progression Policies:

Students enrolled in the DPT Program will adhere to the [WCHP Graduate Program Progression Policies](#), (Appendix 1). 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. See the Table on p. 17 and Appendix 4 for summaries of progression policy information.

1. DPT students must complete, with a grade of “B-” or higher or “Pass” all courses that meet the requirements for graduation. Elective courses are not included in this policy. Students who earn < B- or “Fail” in a course must retake the course and earn at least a B- or “Pass” to continue progressing in the program. Students who do earn < “B-” or “Fail” in the retaking of a course will be dismissed from the program. Students are permitted to re-take a maximum of two academic or clinical courses in the curriculum. If a student fails a third required course, academic or clinical, with a grade lower than a B-, or "Fail" in a pass / fail course, he or she will be dismissed from the program.
2. When a student earns < B- in a graded course, or “Fail” in a Pass/Fail course, he or she is placed on academic “probation.” Students placed on probation receive a formal letter from the Program Director that documents the change in status, describes any changes to progression through the program, and states the conditions for returning to “good standing.”

Students placed on probation are expected to meet with their academic advisor for guidance about resources and strategies that might help them to be successful in the program.

3. Students who retake a failed course(s) and successfully pass said course(s) will have their probationary status reassessed at the conclusion of the next full-time didactic semester.
4. All courses with numerical grading, whether required or elective, are considered for the college grade point average (GPA) standard of 3.0 (semester and cumulative).
5. When a student earns a semester or cumulative GPA < 3.0 , he or she is placed on academic “probation.” Students placed on probation for this reason receive a formal letter from the Program Director that documents the change in status and states the conditions for returning to “good standing.” Students placed on probation for this reason are expected to meet with their academic advisor for guidance about resources and strategies that might help them be successful in the program.
6. Students who are placed on probation for earning a semester or cumulative GPA < 3.0 are expected to earn a GPA > 3.0 at the end of the next full-time didactic semester. GPAs earned during part-time semesters or semesters while on clinical rotation will not be considered for return to “good standing.”

If a student is placed on probation for earning a cumulative GPA < 3.0 subsequently improves their GPA at the end of the next full-time didactic semester, but it remains < 3.0 , the student will remain on probation and continue to progress in the program. Students whose cumulative GPA does not improve toward 3.0 may be dismissed from the program per vote of the faculty. Similarly, students who earn a semester GPA < 3.0 at the end of 3 different semesters (consecutive or non-consecutive) may be dismissed from the program per vote of the faculty.

Note: Exceptions may be made in the event that the GPA violation occurs during the last clinical placement, and there will be no further full academic coursework. This will be handled on a case-by-case basis with the input of the faculty and the final decision made by the Program Director.

7. Numeric grades that fall between whole numbers will be rounded at the discretion of the course instructor.
8. 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 5) and/or referral to the Student Development Committee (SDC).

Table: Summary of Actions Following Violations of Academic Standards

Academic Standard Violation	SDC / Dept Action	Time of next review	Action at next review: If -
Semester GPA < 3.0	Placed on probation	Following next full-time academic semester.	<ul style="list-style-type: none"> • Semester GPA \geq 3.00, student is returned to Good Standing • Semester GPA < 3.00, student remains on probation • After the 3rd Semester GPA < 3.00, student may be dismissed from DPT program per vote of faculty.
Cumulative GPA < 3.0	Placed on probation	Following next full-time academic semester.	<ul style="list-style-type: none"> • Cumulative GPA \geq 3.00, student is returned to Good Standing • Cumulative GPA remains < 3.00 but is improved from previous semester, student remains on probation. Next review is at next full-time semester. • Cumulative GPA remains < 3.00 and is lower than previous semester, student may be dismissed from DPT program per vote of faculty.
Any required course grade below B-*	Placed on probation. Student must re-take course.	Following completion of re-take.	<ul style="list-style-type: none"> • Re-take grade is \geq B-: student remains on probation, with subsequent review occurring at the end of the next full-time semester. See below.** • Re-take grade is < B- or “Fail” in “P-F” course: student is dismissed from program.
More than two grades of less than B- and/or “Fail” in any required courses.	Student is dismissed from the DPT program.		

*The department course grade standard does not apply to elective courses. However, elective course grades are factored into the semester and cumulative GPA, and therefore, may impact progression and academic standing in the program as described above.

At the end of the next full-time semester **following earning of a \geq B- on the retake of a course: students with semester and cumulative GPA \geq 3.00 are returned to Good Standing; students with semester and/or cumulative GPA \leq 3.00 but improved from previous semester remain on probation and continue to progress (with the next review occurring at the end of the next full-time semester); students with semester and/or cumulative GPA \leq 3.00 and not improved from previous semester are dismissed from the program.

G. 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 1), 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](#)

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.

Conduct Violations:

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 5). A Critical Incident Report, typically, 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. The SDC subsequently will recommend a course of action to the core faculty, which may 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 conduct remediation plan
- Student takes a Leave of Absence from UNE, with or without a conduct remediation plan
- Student is dismissed from the DPT program.

The core faculty, and any affiliated department faculty member who serves on a department committee, 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 49 of the [UNE Student Handbook](#)).

H. Other Policies

c. Demonstration of Competence and Academic Remediation

The following options are available for students to address issues pertaining to sub-standard academic performance.

a. Demonstration of Competence (final course grade = C+).

Before grades have been submitted to the Registrar's Office, the course coordinator will offer students whose final grade is a C+ (77.00% or above) the option to demonstrate competence in deficient areas of the course material. Students who accept this option will have their course grade entered as "Incomplete." Students will demonstrate competence by undergoing a Demonstration of Competence (DOC) Assessment created for them by the course instructor. DOC assessments must occur within 8 business days from the time students are notified that they are eligible for this option.

- Once notified of their eligibility, students must respond to the course coordinator within one business day to confirm their intent to undergo a DOC assessment.
- Within two business days after student confirmation, the course coordinator will communicate to the student specific content areas in which the student was deficient and should improve upon in order to demonstrate competence in the course material. The course coordinator will also communicate the format of the DOC assessment (e.g., written exam, oral exam, etc.). DOC assessments must be completed in no more than 5 business days thereafter.
- Determination of competence is the responsibility of the course coordinator. A successful attempt to demonstrate competence will result in a change in the final grade for the original course from Incomplete to 80.00%, with a letter grade of B-.
- An unsuccessful attempt to demonstrate competence will result in:
 - A final course grade of a C+
 - Student is placed on academic "probation"
 - Student must adhere to the established progression policies pertaining to retaking the course.

b. Academic Remediation Workshop (final course grade = C-, C, or C+)

Students whose final course grade is a C- or C will be offered the opportunity to participate in a Remediation Workshop offered by the department that provides additional time and faculty input to remediate deficient knowledge or skills. Students whose final course grade = C+ also may elect this option, if desired. Students who accept this option will have their course grade entered as “Incomplete.” Remediation Workshops include a final assessment that must be completed successfully before the start of the following semester for a participating student to progress in the program. Participating students are charged a fee through the department to cover the cost of faculty time. If it is not possible for the course coordinator to provide the workshop, then a faculty member with expertise in the content area will be identified by the Program Director.

- Once notified of their eligibility, students must respond to the workshop coordinator within one business day to confirm their intent to participate.
- Within two business days after student confirmation, the workshop coordinator will communicate to the student specific content areas in which the student was deficient and should improve upon in order to demonstrate competence in the course material. The coordinator will also communicate the format of the assessment at the end of the workshop (e.g., written exam, oral exam, etc.).
- Determination of competence is the responsibility of the workshop coordinator. A successful attempt to demonstrate competence will result in a change in the final grade for the original course from Incomplete to 80.00%, with a letter grade of B-.
- An unsuccessful attempt to demonstrate competence will result in:
 - No change in the final grade for the original course
 - Student is placed on academic “probation”
 - Student must adhere to the established progression policies pertaining to retaking the course.

c. Clinical Skills Remediation on a Skills Check or Practical Assessment

Clinical procedures that ensure patient and therapist safety are fundamental to physical therapist practice. Students enrolled in required didactic courses that include clinical skills assessments must demonstrate competent, safe skill performance before participating in future Clinical Practica.

Accordingly, students whose performance in one or more sections of a Skills Check or Practical assessment is below the expected level of competence (80%) and/or results in safety concerns will be offered a repeat attempt to improve their performance of the relevant skill(s). Students will be notified of the need for a repeat attempt within 2 business

days. The criteria for safety concerns and the timing of the repeat attempt are determined by individual course instructors.

Students who successfully demonstrate competent, safe skill(s) performance on the repeat attempt will earn in a final Skills Check or Practical grade of 80%. Students who are unsuccessful on the retake attempt will retain the original Skills Check or Practical grade. At the end of the course, students with a record of unsuccessful retake attempt(s) and whose cumulative course average is at least 70% (C-) will receive an “Incomplete” final course grade. Incomplete grades in this circumstance can only be resolved through the completion of a Remediation Workshop, as described in the DPT Student Handbook. Students with a cumulative course average < 70% will not be offered a Remediation Workshop opportunity.

Students who successfully demonstrate competent, safe skill(s) performance as part of the Remediation Workshop will earn a final course grade of 80% (B-), assuming that any other course grade deficiencies that comprise the Remediation Workshop also have been resolved successfully. Students who are unable to demonstrate competent, safe skill performance as part of the Remediation Workshop will earn a final course grade no higher than C+, even if their overall cumulative average in the course is higher.

Students who commit 3 or more safety fails in a single course, even after successful repeat performance of each skill, also will receive an “Incomplete” final course grade and must successfully complete a Remediation Workshop to pass the course.

During their tenure in the program, students may use either the DOC Assessment or Remediation Workshop process in two different courses according to the stipulations above. For example, an unsuccessful attempt at a DOC Assessment in one course followed by a successful Remediation Workshop in another course would count as the two uses of the process. Use of either process to address sub-standard performance in additional courses requires approval from the SDC and the Program Director.

d. 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 semester or cumulative grade point average. WF grades are computed in semester and cumulative grade point averages as a Failing grade (F).

e. 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.

f. Elective courses:

All students in good academic standing are encouraged to consider taking elective courses, typically offered during the fall semester of the 3rd year. All students will be provided with the deadline for registration. If more students request an elective than seats are available, seats will be filled using a process that meets the needs of students and faculty. Students will be limited to enrolling in no more than two electives during any academic semester, not including Global Travel Courses.

g. Independent Study:

Independent Study (IS) courses are developed by students in consultation with a supervising faculty member to meet individualized learning objectives in a particular area of focus. They require a department or adjunct faculty member to serve as an advisor. Before developing an IS course, students are required to:

- Be in good academic standing
- Identify a supervising faculty member and discuss their idea for an IS course
- Consult with their advisor to make sure they can handle the additional workload

To proceed with developing an IS course, students must complete the “Independent Study Contract Form” for WCHP Graduate Programs (<https://www.une.edu/registrar/registration/registration-forms>) with required signatures from the supervising faculty member, academic advisor, Program Director, and Dean.

As with other elective courses, the department course grade standard does not apply to IS courses. However, the IS course grade, if numerical, will be factored into the student's GPA and therefore may affect progression in the program and academic standing.

h. Class Attendance

As members of a graduate professional education program, all students are expected to model professional behaviors. 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 acknowledged for major unplanned events (e.g. death in the family, emergency health conditions, mandatory military service commitment), and do not include planned events (e.g. scheduled appointments, weddings, vacations, birthdays). An excused absence is required to make up graded activities.

There are some circumstances in which a missed class due to attendance at a PT-related professional conference will be considered an excused absence. If the absence is considered to be excused, the student -

- Must receive approval in advance from the course coordinator; and
- 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

i. 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.

j. Professional Salutations

Students should address faculty, guests, and colleagues in a professional manner, given the specific setting and situation. Each faculty member 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 they give permission to do otherwise.

k. Missed Deadlines

Students are expected to meet all deadlines pertaining to various operations of the DPT program, as communicated to them by course coordinators or instructors, clinical education faculty and staff, PT administrative staff, or the Program Director. When extenuating circumstances prevent the on-time submission of required course assignments, clinical education paperwork, meetings, or other information, students are expected to immediately contact the person who established the deadline with a plan for rectifying the situation. Students

who miss course-related deadlines should consult the course syllabus for a description of grade-related consequences. A pattern of missed deadlines, regardless of when or in what circumstances they occur, may be considered a professional conduct violation.

l. Audiovisual Recording of Class Sessions

The lecture and lab content of courses in the DPT curriculum are considered the intellectual property of course instructors and guest lecturers. Students must receive permission to make audio or video recordings of class or lab sessions. If granted, permission to record does not automatically confer permission to share, post, or otherwise distribute the recording to any other person (including classmates), in any format, in either a public or private location. Students must seek additional permission from the instructor or lecturer to do so.

m. ExamSoft Testing

Beginning with the Class of 2021, students will take all DPT course exams electronically via laptop computer. Students will access this system using ExamSoft “Examplify” software.

In taking electronic exams, students have the following responsibilities:

- a. Students are required to possess a laptop in working order that meets the required specifications listed for Examplify software on the ExamSoft website:

Windows:

<https://examsoft.force.com/emcommunity/s/article/Examplify-Minimum-System-Requirements-for-Windows>

Mac

<https://examsoft.force.com/emcommunity/s/article/Examplify-Minimum-System-Requirements-for-Mac-OS-X>

Please note that even though the ExamSoft website indicates that you can use an iPad to take an electronic exam, the UNE DPT program **will not** allow you to do so.

- b. On the day of an examination, students should:
 - Assure the laptop is virus free
 - Have an A/C power cord available
 - Ensure the laptop battery has a full charge (at least 2 hours) in the event there is a power disruption during the examination
 - Ensure that the internal clock is set to the correct date and time (EST or EDT)
 - Disable sleep/hibernate mode prior to the scheduled examination
 - Disable or whitelist antiviral software

- c. Students must install and maintain a current version of ExamSoft's Exemplify application on any laptop that will be used during an exam. The Exemplify download is available after logging into ExamSoft at <http://www.examsoft.com/unept>
- d. Students are expected to download the examination prior to arriving to take the exam. Students who have not downloaded the examination prior to arrival will not be provided extra time to take the examination.
- e. With the exception of a laptop, power adapter, all personal belongings must be placed at the designated area immediately before each exam. This includes food/beverage, mobile phones, watches, calculators, or any other devices/materials which are not explicitly authorized. Phones must be turned off or placed in silent mode and left with belongings. The room clock or proctor's watch is the basis for timing the exam. While students may utilize the exam timing feature in Exemplify to assist with timekeeping, the room clock or proctor's watch is the official exam timer. The Exemplify exam timer may be incorrect due to a delayed exam start, computer reboots or other factors. Students must complete and submit their examination when instructed by a proctor.
- f. Students should place all belongings at the designated area and take his/her seat. The student should be seated with the laptop on and Exemplify opened so that he/she is ready to enter the exam password immediately at the start of the exam. Students arriving late and/or not having Exemplify open and ready at the start of the exam will not be granted additional time to complete the exam.
- g. Students who experience computer issues after the examination has started must call for a proctor to help resolve the issue.
- h. Students may not exit the exam prior to showing the proctor the **green Exemplify screen**, unless he/she is leaving to use the restroom. In this instance, individual students may only leave once during an exam. No more than one student may leave the exam at the same time for reasons other than finishing the exam. When leaving, students are expected to enable the Exemplify "Hide Exam" function so it cannot be viewed by a classmate.

ExamSoft Technological Issues

Technology accommodations and other technological issues will be dealt with as follows:

1. *Student is unable to download and install Exemplify:* Students unable to download or install Exemplify must notify both the course coordinator(s) and the designated ExamSoft administrator 24 hours prior to the start of the examination. This will help enable diagnosis and resolution of the issue prior to when the exam is scheduled.
2. *Student's laptop is undergoing repair:* It is recognized that student laptops may need to be taken to external repair services for warranty work, etc. In such cases, the student will take a paper-based examination

3. *Student arrives to exam with non-working laptop (e.g. will not connect to Internet, will not boot, will not open Examplify, etc):* In such situations, the student will be permitted to take the exam on paper.
4. *Student arrives to exam without a laptop:* Any student arriving without his/her laptop will be permitted to take the exam on paper, with a verbal warning not to repeat the behavior. Repeat occurrence(s) may be considered a professional conduct violation.
5. *Student is unable to upload exam:* Because students must show a green screen prior to leaving the exam room, upload issues will be addressed immediately by the course coordinator, proctor, or designated ExamSoft administrator.

n. “DPT Work Days” during Fall Semester of the 3rd Year

The schedule for the fall semester in the 3rd year of the program includes a “DPT work day” each week on which no classes are held. The purpose of the weekly work day is to allow students time to work on DPT projects and/or engage in DPT learning activities or meetings outside the normal class or lab schedule.

DPT work days are not vacation days or days for non-DPT employment activities. Students are expected to be present on work days for any DPT activities that require their attendance, including group meetings to work on projects. Only excused absences will be permitted (see p. 20). Students are expected to resolve scheduling conflicts when they arise. In general, activities required for DPT courses take priority over DPT extracurricular activities.

o. 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.

p. 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 immediately.

q. 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 6). 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 or conduct research. 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 participates 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. Please also refer to the discussion of Essential Technical Standards on p.9 above.

When using images or other materials 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](#).

r. Medical Advice

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.

s. 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.

t. 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).

u. 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.

v. 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).

w. 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>

x. Social Media

In line with the APTA Standards of Conduct in The Use of Social Media Position Statement (Appendix 7), the DPT Program views websites, blogs, and other information published on media accessible by the public positively and it respects the rights of students to use them as a medium of self-expression. If you choose to identify yourself as a student in the UNE PT Program or to discuss matters specific to the Program, please bear in mind that although the information will typically be viewed as personal expression, some readers may nonetheless view you as a de facto spokesperson for the Program.

Students should also remember that social media postings are available for review by PT clinical sites, residency programs, and employers. What is posted in the present, whether as personal expression or professional discourse, has the potential to impact career opportunities either positively or negatively in the future. Students should not assume that simply deleting a post or hiding it will permanently remove it from view by others.

When using social media, students should adhere to the following guidelines:

- UNE computers and electronic systems are limited to business use only.
- Be mindful that you are an informal ambassadors for the Program and it is the hope of the Program that you will represent it in a positive way.
- Make it clear that the views expressed are yours alone and do not represent the views of the PT Program or its faculty.

- If you blog or publish information about the Program you should include/disclose that you are a student in the Program.
- Understand that you assume full responsibility and liability for your public statements.
- Do not disclose patient information/pictures or proprietary information without consent. You must abide by non-disclosure and confidentiality policies, including those of the Board of Physical Therapy Licensure, the American Physical Therapy Code of Ethics, and HIPAA at all times.
- UNE and PT Program logos should be used only as allowed by the Program and /or University.
- Making discriminatory, defamatory, libelous, or slanderous comments when discussing the Program, faculty, staff, patient/clients, clinical sites, and fellow students is unacceptable.
- Social networking and blogging are subject to all other student policies, including harassment and anti-bias policies/statements.
- When in doubt, consult the faculty or Program Director for guidance about the appropriate use of social media.

If the information you publish via social networking and blogging is accessible to the general public, the PT Program hopes your comments will be truthful and respectful of the Program, its faculty and staff, patients/clients, clinical sites, and fellow students. If you are going to criticize individuals, consider discussing the criticism personally before making it public. The Program will not tolerate statements about the Program, faculty and staff, patients/clients, clinical sites, and fellow students that are defamatory, obscene, threatening, or harassing.

Failure to comply with this policy may lead to discipline, up to and including, dismissal from the program, and if appropriate, legal action.

GENERAL INFORMATION

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. Offices include:

- President
- Vice President
- Secretary
- Treasurer / Graduate and Professional Student Association (GAPSA) Councilor
- GAPSA Senator
- APTA Liaison
- Interprofessional Student Advisor Team (IPSAT) Representative

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.

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](#)

**Westbrook College of Health Professions
Graduate Program Progression Policies
Effective Academic Year 2019-2020**

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 Intercultural Student Engagement, whose goal is “to promote a welcoming and inclusive campus environment that supports the leadership development, social experience and academic persistence among all students, with an emphasis on those from traditionally under-represented groups on campus.” (<http://www.une.edu/ise>)

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. (e.g. 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 of a similar discipline and requesting transfer of credit. (Exception MSW).
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. 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), Athletic Training (AT), Nurse Anesthesia (NA), Occupational Therapy (OT), 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 may 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, AT, NA, OT, SW) OR “C” or below (PA) in a graded course, or “Fail” in a Pass/Fail course, may result in immediate referral to the SDC for review, and ordinarily results in one or more of the following: a delay in the student’s progress, 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), B- or better (AT, NA, PT, SW) or “C+” or better (PA), or “Pass” in a Pass/Fail course, is expected. Failure to achieve this standard will ordinarily result in dismissal from the program.
4. The award of an Incomplete (“I”) at the end of a term does not meet prerequisite minimum grades standards for subsequent course work. An “I” will result in an alteration to subsequent semester registration.

(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* (link provided here): <http://www.une.edu/studentlife/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/ field experiences, and community service.

2. Become familiar with the Code of Ethics for their chosen profession, and to uphold these standards in all relevant settings:

- a. Athletic Training:

<https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>

- b. Nurse Anesthesia:

[https://www.aana.com/docs/default-source/practice-aana-com-web-documents-\(all\)/code-of-ethics-for-the-crna.pdf?sfvrsn=d70049b1_2](https://www.aana.com/docs/default-source/practice-aana-com-web-documents-(all)/code-of-ethics-for-the-crna.pdf?sfvrsn=d70049b1_2) .

- c. Occupational Therapy:

<https://www.aota.org/Practice/Ethics/code-of-ethics.aspx>

- d. Physical Therapy:

http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf

- e. Physician Assistant:

<https://www.aapa.org/wp-content/uploads/2017/02/16-EthicalConduct.pdf>

- f. Social Work:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

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. 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. Deliver safe, competent care and related services, all of which underscore expectations for professional practice. Specific standards of physical, social, and emotional safety are often defined within courses and clinical teaching sites. Accordingly, students need to demonstrate behaviors that uphold these 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 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.

B. COMPREHENSIVE STUDENT REVIEW:

At a pre-determined time or times in each semester, the faculty of each program will conduct a comprehensive review of student performance. Students' standing is defined as follows:

1. Good Academic Standing: Students who meet the minimum standards and requirements set by the program and UNE. Students in good standing may continue to progress without restriction toward graduation.
2. Probationary Standing: Students who do not meet minimum grade standards or who violate professional behavior expectations.

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 may notify the student's academic and/or clinical/field advisor 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 available to 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 suspected of engaging in professionally inappropriate behavior, or is suspected of violating academic integrity. An SDC review can be recommended by any faculty, including the student's advisor 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 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. Notification should include the circumstances and rationale for the meeting. When the rationale includes clinical or fieldwork concerns, every effort will be made to include 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 information pertinent to the stated concerns from all relevant parties, including the identified student, faculty, advisors, preceptors or field instructors.
- b) Making recommendations as to the status of the student:
 - i) Probation: Probationary status allows a student to continue under certain specific criteria as determined by the SDC at a formal review. Students placed on probation will receive a letter from the PD outlining the conditions of probation and the steps required to return to good standing. Barring any exceptional circumstances, students who do not return to good standing within the specified time frame will be dismissed from the program.
 - ii) Return to good standing: Once a student has successfully completed the criteria specified in the SDC Review to the satisfaction of the SDC, the Committee will recommend to the faculty body/PD and the PD will send a letter to the student indicating return to good standing.
 - iii) Dismissal: Students may be dismissed for a variety of reasons, including but not limited to: 1) failure to meet minimum grade standards; 2) clinical/ field work failure; 3) failure to remove probationary status; and/or 4) violation of professional conduct expectations.
- 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, creating a targeted remediation course);

or specifying other terms for a student to remain in the program. The plan of action also defines the criteria for success (e.g. performance needed to remove probationary status) or consequences of failure to achieve identified goals (e.g. progression delay, extension of probation, program dismissal).

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 action steps will again be forwarded to the PD/faculty. The PD communicates in writing the final 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). A 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 granted for a period not to exceed one year. The petition form is available at: http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.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. This petition form is available at: http://www.une.edu/sites/default/files/grad_loa_-_withdrawal_request_0.pdf

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

Occasionally, a student may have a grievance or issue other than academic performance or professional conduct. 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.

A student or class representative may bring grievance or complaint about programmatic issues to a faculty member or the PD. 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. Remediation/Support/Learning Assistant

Remediation is a process through which a student experiencing difficulty works to improve unsatisfactory performance and/or professional behavior. 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 remediate, whether recommended or mandatory, is strongly encouraged to seek input from the academic advisor, the PD, and other relevant stakeholders. 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 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.”

Appendix 2

Professional Behaviors

Professional Behaviors	Definition
1. Critical Thinking	The ability to question logically, identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. Communication	The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
4. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility	The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. Use of Constructive Feedback	The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. Effective Use of Time and Resources	The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress Management	The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. Commitment to Learning	The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

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

Appendix 3

UNE Westbrook College of Health Professions Criminal Background Check Policy (July 2017)

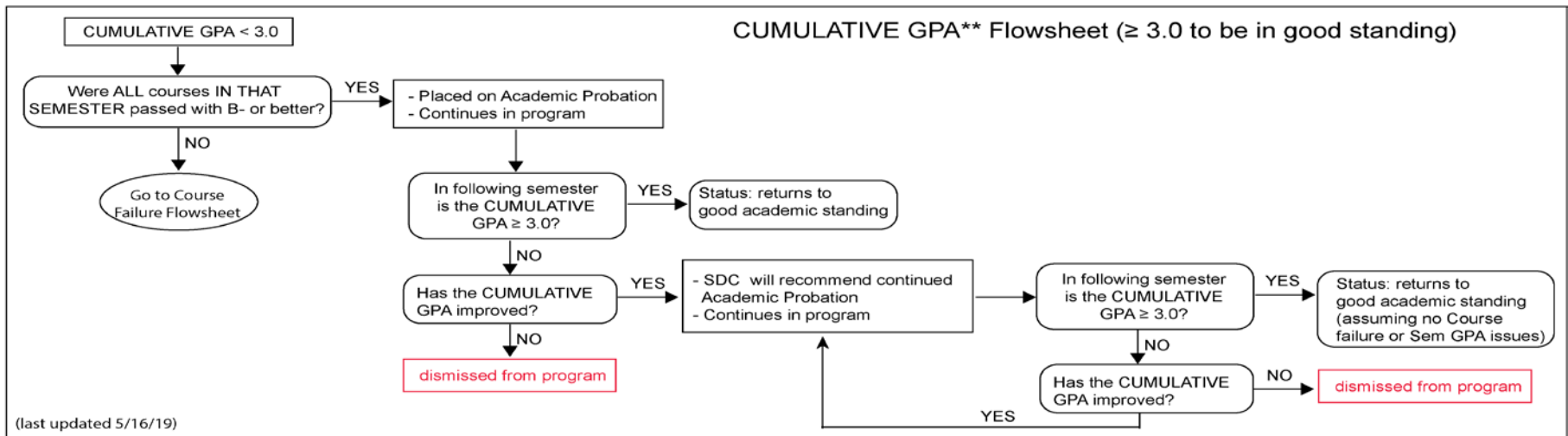
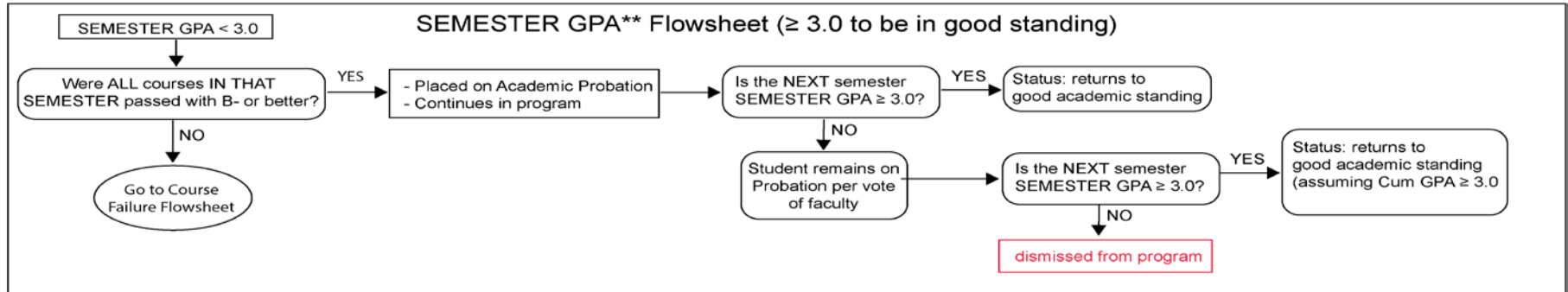
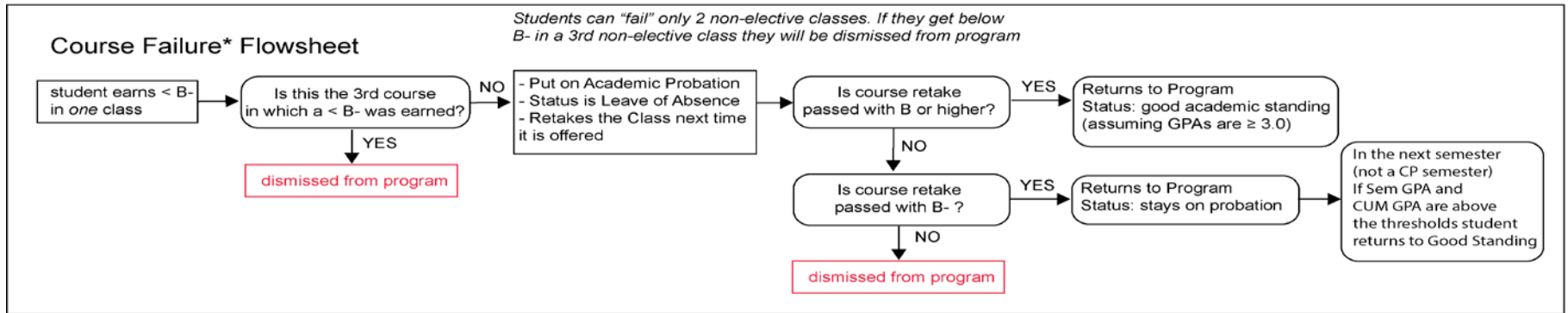
Purpose: The University of New England Westbrook College of Health Professions (WCHP) strives to undertake utmost precaution when assigning students to required field and clinical placements. Healthcare education requires interactions with clients and patients in an intimate setting involving both emotional and physical elements. It is the intent to provide the safest care possible to all patients and clients. With this in mind, WCHP has initiated the following policy to verify students are appropriately screened prior to placement in learning environments to ensure patient safety.

Policy: At the University of New England Westbrook College of Health Professions, it is policy that programs are responsible for safeguarding clinical site personnel, patients, and other students through the use of appropriate criminal background checks on students engaged in clinical rotations, internships or other experiential learning activities.

Process:

- Students accepted into WCHP programs are required to initiate their own criminal background check through Castlebranch Inc., or a company identified by WCHP, prior to their first observation or clinical placement. Individual programs will determine timing for the initial criminal background check, commonly the semester prior to starting clinical practicum experiences, and subsequent background checks as needed.
- WCHP, in concert with the programs and clinical sites, will determine the specifics of the required background check. The minimum recommended background checks should meet the following criteria:
 1. Extend back seven (7) years.
 2. Reflect a national search.
 3. An Interpol search should be done for international students.
- Students found to have a positive criminal history (either prior to matriculation or while enrolled in the program) shall be required to submit a written explanation of the circumstances to the program director or designee.
 1. The program director or designee will review the written explanation and will make a determination of disposition to the student.
 2. The disposition may range from an entry into the educational record and continuation in the program to dismissal for inability to adequately place the student in an appropriate clinical educational setting.
 3. In the event of a positive criminal background check, the program director and Assistant Dean of Student and Clinical Affairs will consult with legal counsel as needed and a determination will be made as to the process for disclosure of positive findings – both within WCHP as well as external site
 4. Failure to disclose a conviction, or material misrepresentation of information, is deemed to be falsification of the program application and may result in dismissal from the University of New England when discovered.

Appendix 4: Academic Progression Graphic



(last updated 5/16/19)

* Electives ARE included in the calculation of the SemGPA and CumGPA **BUT** assuming the SemGPA and CumGPA are over 3.0 there will be no consequence

**If a course is retaken, both grades remain on the transcript and both grades are used in calculating the Semester and Cumulative GPA

APPENDIX 5: CRITICAL INCIDENT REPORT (CIR)¹

Student Name _____ Evaluator/Observer _____ Date/Time of Incident _____ Advisor _____

1. **Antecedent(s):** (Instructor/advisor please summarize the behaviors that prompted this CIR)

2. **Instructor/advisor** please complete this table to indicate the **deficient** behaviors that prompted the CIR. If the behavior was not deficient at the time of the CIR, please mark “Not Applicable”

Professional Behaviors	Student Handbook Definition	Level of Professional Behavior at time of SDC referral ²	
		Unsatisfactory	Not Applicable
1. Critical Thinking	The ability to question logically, identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.		
2. Communication	The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.		
3. Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.		
4. Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.		
5. Responsibility	The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.		
6. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.		
7. Use of Constructive Feedback	The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.		
8. Effective Use of Time and Resources	The ability to manage time and resources effectively to obtain the maximum possible benefit.		
9. Stress Management	The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.		
10. Commitment to Learning	The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.		

¹ Directions: Record the entry clearly and concisely without reflecting any biases. Mark “Not Applicable” if the behavior is satisfactory and not a concern.

² Adapted from “Professional Behaviors” developed by Warren May, Laurie Kontney and Annette Iglarsh (2010) as an update to the “Generic Abilities”.

Other Behaviors not listed above:

Section B: Assessment of Professional Behavior (completed by observer)

For each professional behaviors noted as “Unsatisfactory” above, please highlight the descriptors that most accurately reflect the professional behavior deficits the student displayed at the time the CIR was initiated.

<p>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.</p>	
<p>Unsatisfactory:</p> <ul style="list-style-type: none"> ❖ Fails to raise relevant questions ❖ Fails to consider all available information ❖ Unable to articulates ideas 	<ul style="list-style-type: none"> ❖ Fails to understand the scientific method ❖ Unable to states the results of scientific literature and is unable to critically appraise findings (i.e. methodology and conclusion) ❖ Fails to recognizes holes in knowledge base ❖ Does not acceptance responsibility for limited knowledge and experience in knowledge base

Other

<p>2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.</p>	
<p>Unsatisfactory:</p> <ul style="list-style-type: none"> ❖ Does not understand the English language (verbal and written): fails to use correct grammar, accurate spelling and expression, handwriting is illegible ❖ Fails to recognizes impact of non-verbal communication in self and others 	<ul style="list-style-type: none"> ❖ Fails to recognizes the verbal and non-verbal characteristics that portray confidence ❖ Fails to utilize electronic communication appropriately

Other

<p>3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.</p>	
<p>Unsatisfactory:</p> <ul style="list-style-type: none"> ❖ Does not recognize problems ❖ Does not state problems clearly ❖ Does not describe known solutions to problems 	<ul style="list-style-type: none"> ❖ Does not identify resources needed to develop solutions ❖ Does not use technology to search for and locate resources ❖ Does not identify possible solutions and probable outcomes

Other

4. <u>Interpersonal Skills</u> – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.	
<i>Unsatisfactory:</i> <ul style="list-style-type: none"> ❖ Fails to maintain professional demeanor in all interactions ❖ Fails to demonstrate interest in patients as individuals ❖ Does not communicate with others in a respectful and confident manner 	<ul style="list-style-type: none"> ❖ Does not respect differences in personality, lifestyle and learning styles during interactions with all persons ❖ Fails to maintain confidentiality in all interactions ❖ Fails to recognize the emotions and bias that one brings to all professional interactions

Other

5. <u>Responsibility</u> – 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.	
<i>Unsatisfactory</i> <ul style="list-style-type: none"> ❖ Fails to demonstrate punctuality ❖ Fails to provide a safe and secure environment for patients ❖ Does not assume responsibility for actions 	<ul style="list-style-type: none"> ❖ Does not follow through on commitments ❖ Fails to articulate limitations and readiness to learn ❖ Fails to abide by all policies of academic program and clinical facility

Other

6. <u>Professionalism</u> – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.	
<i>Unsatisfactory:</i> <ul style="list-style-type: none"> ❖ Fails to abide by all aspects of the academic program honor code and the APTA Code of Ethics ❖ Unaware of state licensure regulations 	<ul style="list-style-type: none"> ❖ Fails to project a professional image ❖ Does not attend professional meetings ❖ Fails to demonstrate cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Other

7. <u>Use of Constructive Feedback</u> – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.	
<ul style="list-style-type: none"> ❖ Fails to demonstrate active listening skills ❖ Fails to assess own performance ❖ Does not actively seek feedback from appropriate sources ❖ Fails to demonstrate receptive behavior and positive attitude toward feedback 	<ul style="list-style-type: none"> ❖ Does not incorporate specific feedback into behaviors ❖ Fails to maintain two-way communication without defensiveness

Other

8. <u>Effective Use of Time and Resources</u> – The ability to manage time and resources effectively to obtain the maximum possible benefit.	
<p><i>Unsatisfactory:</i></p> <ul style="list-style-type: none"> ❖ Is unprepared for the day’s activities/responsibilities ❖ Fails to identify resource limitations (i.e. information, time, experience) ❖ Does not determine when and how much help/assistance is needed 	<ul style="list-style-type: none"> ❖ Fails to access current evidence in a timely manner ❖ Does not verbalize productivity standards and identify barriers to meeting productivity standards ❖ Does not self-identify and initiate learning opportunities during unscheduled time

Other

9. <u>Stress Management</u> – 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.	
<p><i>Unsatisfactory:</i></p> <ul style="list-style-type: none"> ❖ Fails to recognize own stressors ❖ Fails to recognize distress or problems in others 	<ul style="list-style-type: none"> ❖ Fails to seek assistance as needed ❖ Does not maintain professional demeanor in all situations

Other

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.	
Unsatisfactory:	
❖ Fails to prioritize information needs	❖ Does not welcome and/or seek new learning opportunities
❖ Fails to analyze and subdivide large questions into components	❖ Does not seek out professional literature
❖ Does not identify own learning needs based on previous experiences	❖ Fails to plan and present an in-service, research or cases studies

Other

3. Consequences / Action Plan: (provided by Instructor/Advisor)

4. Student Comments (Student comments must be returned within 48 hours)

Student's Signature: _____ **Date:** _____

Evaluator/Observer's Signature: _____ **Date:** _____

Appendix 6

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 7

American Physical Therapy Association

Last Updated: 08/22/12
Contact: nationalgovernance@apta.org

STANDARDS OF CONDUCT IN THE USE OF SOCIAL MEDIA HOD P06-12-17-16 [Position]

Whereas, social media creates opportunities to communicate in a public forum;

Whereas, physical therapists (PT), physical therapist assistants (PTA) and physical therapy students (students) must be knowledgeable and respectful of the principles of patient/client privacy and confidentiality in safeguarding identifiable patient/client information as it relates to social media;

Whereas, PTs, PTAs, and students who use social media should represent their views and be professional and accurate in their communications;

Whereas, errors and omissions in communication, harassing statements, and unprofessional language presented via social media may have a long-lasting and possibly negative impact on the individual or the physical therapy profession;

Whereas, PTs, PTAs, and students shall consider when and how to separate their personal and professional lives on social media; and,

Whereas, PTs, PTAs, and students should be knowledgeable about employers', educational institutions', or clinical training sites' published policies on social media;

Resolved, physical therapists (PT), physical therapist assistants (PTA) and physical therapy students (students) shall consider whether to interact with patients on social media or create separate personal and professional social media profiles;

Resolved, PTs, PTAs, and students shall not misrepresent when they are speaking for themselves or the American Physical Therapy Association (APTA), other organizations, educational institutions, clinical sites, or employers; and

Resolved, if an individual identifies content posted to social media by a colleague that appears unprofessional, s/he has a responsibility to bring that to the attention of the individual that has posted the content so that s/he can remove it or take other appropriate action;

Resolved, PTs, PTAs, and students engaging in social media activities shall demonstrate appropriate conduct in accordance with the Code of Ethics for the Physical Therapist and Standards of Ethical Conduct for the Physical Therapist Assistant.

Explanation of Reference Numbers: BOD P00-00-00-00 stands for Board of Directors/month/year/page/vote in the Board of Directors Minutes; the "P" indicates that it is a position (see below). For example, BOD P11-97-06-18 means that this position can be found in the November 1997 Board of Directors minutes on Page 6 and that it was Vote 18.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure