



College of Agriculture, Health and Natural Resources
Department of Kinesiology

Student Manual
of
Policies and Procedures
2017 - 2018
DOCTOR OF PHYSICAL THERAPY PROGRAM

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College of Agriculture, Health, and Natural Resources
Department of Kinesiology
Doctor of Physical Therapy Program

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1. Introduction

The mission of the College of Agriculture, Health, and Natural Resources is leadership, scholarships inquiry, and service. We work to develop students with strong ethical standards who become educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults, and by so doing, strive to improve and enhance the quality of life in our ever changing society.

Vision, Values and Mission of the Physical Therapy Program

Vision:

The Physical Therapy Program at the University of Connecticut will be recognized nationally and internationally as a leader in the generation of new knowledge and the education of Doctors of Physical Therapy. The faculty will be recognized as experts who contribute to improved health status and health care through research, evidence-based practice, education and professional leadership. We endeavor to strive toward individual growth, learning and scholarship, and collective service to the University, community and profession. We will be a diverse community where the highest moral and ethical values prevail.

Values and Beliefs:

The Physical Therapy Program faculty:

- Value truth, honesty and open communication;
- Consider academic freedom and debate necessary for program development and wellbeing;
- Expect all members of the Program to be thoughtful, considerate, patient and to maintain positive working relationships with each other;
- Expect transparency in administrative actions within the limits of protection of personal privacy as is in keeping with the public mission of the University and an inclusive Program community;
- Anticipate that each member of the Program will accept responsibility for their performance improvement and that of the Program;
- Expect professionalism (Conforming to the standards of the academic and physical therapy professions) of each member of the Program community;
- Consider instruction that integrates research and practice and is offered within an environment that both challenges and supports students essential to the development of lifelong clinician-scholars;
- Embrace diversity in patients, students, faculty and staff as essential to the development of effective physical therapy practitioners and leaders;
- Accept responsibility to pursue scholarship that advances science and clinical practice;
- Value the integration of the best available evidence, clinician experience and patient values in the practice of physical therapy;
- Recognize that a high quality clinical teaching program is a vital part of the curriculum and integral to the success of the Program;
- Value service and public engagement as essential experiences that enhance student and faculty research, support curriculum development and promote the University, Department, Program as well as its faculty and students.

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Mission

The Physical Therapy Program is dedicated to excellence as demonstrated through national recognition. We are committed to academic inquiry and expression by fostering evidence-based healthcare research, teaching, service and public engagement. We are committed to cultivating leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. Our mission is to advance the health and well-being of the citizens of Connecticut, the nation and beyond through research and the preparation of highly competent physical therapists prepared for general practice.

Philosophy of the Physical Therapy Program

The profession of physical therapy is an integral and essential part of the health care delivery system. The quality of care provided by physical therapists, to a broad spectrum of citizens of all ages and backgrounds in a variety of practice environments, has been a catalyst for the profession's expanding role. The primary purpose of physical therapy is to promote, restore and maintain optimal human function. Physical therapists are autonomous health care providers who collaborate with other providers in the system to examine, intervene and prevent human movement dysfunction.

The Physical Therapy Program in the Department of Kinesiology, within the College of Agriculture, Health, and Natural Resources at the University of Connecticut, recognizes its responsibilities as part of a major research, teaching and service institution. The challenge of discovering new knowledge complements the opportunity faculty have to prepare students who will provide compassionate and efficacious and defensible examinations, interventions and referrals to the citizens of the state and nation. Collectively and individually, the faculty are equipped to contribute to the scholarship, teaching and service roles that professional education at the graduate level requires.

Guiding Principles of the Curriculum

- Consistent with the program philosophy the Physical Therapy Program in the Department of Kinesiology at the University of Connecticut holds the following beliefs as the foundational guiding principles and values for the teaching, research and service activities necessary to meet its mission:
- A curriculum is systematically sequenced with opportunities for students to acquire and apply knowledge through evidence-based decision making with increasing skill within and across semesters and years.
- Evidence gained from the scientific literature, clinical experiences and patient/client and societal values create a foundation for the thoughtful consideration of multiple alternatives in physical therapy patient/client management when:
- Examinations are based on clinimetrically sound measures, careful design and analysis, skillful observations, and respect for the patient/client/family/cultural perception of the problem.
- The "diagnostic processes" of evaluation, diagnosis and prognosis decisions integrate up-to-date literature and clinical observations with the recognition of still existing uncertainties in the practice of physical therapy.
- The patient/client management process is based on the integration of the evidence gathered as well as on hypotheses that the intervention(s) will likely produce outcomes that represent meaningful changes in the patient/client functional skills and/or quality of life.

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Students learn best when:

- Expectations are made clear through the provision of syllabi that include instructor contact information, course objectives, an indication of topics to be covered, a list of assignments/responsibilities, and a summary of how grades are determined.
- Accountability to expectations involves frequent opportunities to show competence in specific skills, clinical decision making and professional behavior.
- Self-assessment is required and results in plans for growth that:
 - Are revisited as the student progresses through the curriculum.
 - Include strengths and areas for improvement based on self-identified goals.
- Provide practice in the self-initiated life-long learning strategies required of a professional increasing the probability that these strategies will be used after graduation.
- Instruction includes a combination of traditional and technologically enhanced lectures, laboratories and discussions, case presentations, mentoring, student-initiated exploration, and problem-based learning opportunities.
- Opportunities for presentation and discussion of the advantages and disadvantages of multiple, plausible alternative patient/client management plans are considered and applied within the constraints of clinical practice.
- Faculty advising and mentoring include opportunities for students to develop and demonstrate confident clinical decision making skills and professional behaviors modeling both team collaboration skills and the development of individual leadership skills.
- Planned opportunities exist for student discovery, guided practice, feedback and growth in applying knowledge, skills and attitudes to real patients/clients care situations during activities integrated within the curriculum as well as through full time placements where students are immersed in the clinical role.
- Research competencies are closely related to the general practice role of graduates. Participation in research studies, the writing of systematic reviews and case-reports are acceptable culminating papers for a graduate degree.
- Opportunities for leadership development through service activities in departmental and school wide committees and professional groups facilitate a feeling of "belonging" to the school, the department and the profession.
- The faculty research agenda is most feasible and successful when the research related curricular and degree requirements for the students can be coordinated with, complementary of, and integrated with individual faculty research plans.
- Service activities of the faculty model the expected leadership and professional behaviors for the students while contributing to the Program, Department, School, University, and professional organizations helping to assure quality educational and professional opportunities for our program, students and graduates.
- The success of a professional physical therapist education program depends on developing, maintaining and evolving strong relationships with the professional community of therapists who provide practicum opportunities and are the ultimate employers and evaluators of our graduates.

Clinical Education

The role of clinical education in the preparation of Physical Therapy professionals cannot be overstated. The Program in Physical Therapy at the University of Connecticut is committed to excellence in this most important area. Clinical sites are selected based on a known history of superior patient care and a clear statement of dedication to the learning process. It is the belief of the faculty that, through clinical application of knowledge gained in the classroom; a student integrates and expands his/her understanding of the processes of patient care.

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The program's faculty encourages close relationships with those who assist in the preparation of its students. There exists a firm partnership whose goal is the development of competent clinicians with strong ethical standards.

The curriculum has as its base a commitment to evidence based practice within the framework of the clinical setting. Clinical education forms a central theme, incorporated not only as full time clinical practicum courses, but also as experiences imbedded in all clinical science courses and within the Nayden Physical Therapy Clinic.

Accreditation

The Doctor of Physical Therapy Program at the University of Connecticut is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE is located at

1111 North Fairfax Street

Alexandria, Virginia 22314

Contact information: telephone: 703-706-3245

Email: accreditation@apta.org

Website: <http://www.capteonline.org>

The program completed a self-study and hosted in site visit in 2010-2011. The program was reaccredited until 2021.

CAPTE has determined that one method of soliciting comments will be through the APTA Web site. Individuals wishing to make comments about a CAPTE accredited program or one seeking CAPTE accreditation may do so in the following manner:

Review the list of programs with scheduled on-site review:

<http://apta.org/AM/template.cfm?Section=CAPTE1&Template=/TaggedPageTaggedPageDisplay.cfm&ContentID=20194> for more information. If you wish to submit written testimony about the program, you

must provide the following information: Comments must be related to the published (on-Web)

Evaluative Criteria and must identify the specific program; Written testimony/information must be received no later than two weeks prior to the scheduled on-site visit; Your name, address and telephone contact must be provided for Department of Accreditation purposes only in order to verify the source of the testimony. All comments without identifying information will be provided to the on-site team for investigation and the program for a response, if needed, or for information. Both the written comments and the response, if any, will be provided to CAPTE in its deliberation . on the program.

There are also established procedures for filing a formal complaint about a CAPTE accredited program or one seeking CAPTE accreditation. If the nature of a concern may fall into the possibility of a formal complaint, the student or interested party is urged to contact the Department of Accreditation at CAPTE 1111 North Fairfax Street, Alexandria, VA 22314-1488 (800-999-2782) to discuss the nature of your complaint and to determine what procedures should be taken to initiate the formal complaint process. Complaints submitted to the CAPTE are adjudicated through CAPTE on behalf of all parties.

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2. Curriculum in Physical Therapy

The entry level DPT is undertaken after students have received a bachelor's degree in a relevant field and completed all prerequisites. Students are required to complete a highly structured program of study over a total of 6 regular semesters and 3 summer sessions which includes coursework in: basic and clinically applied sciences, clinical medicine, evidence-based practice and research, rehabilitation, management, and clinical practica. Students are educated to work in and with a variety of patients and clinical settings. There is no emphasis on one area of physical therapy practice. Areas covered include: acute care, subacute care, long term care, orthopedics, and neurological rehabilitation.

The program is designed to prepare entry level practicing physical therapists. Emphasis is placed on developing the knowledge, skills and attitudes necessary to function in the complex, dynamic, health care environment. The program prepares students for the licensure examination and autonomous practice as a generalist. The curriculum exposes students to areas of specialty practice within physical therapy but students must recognize that additional training is required for specialty certification.

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Effective November 1, 2013					
Summer 1					
PT 5410	Human Anatomy: Trunk & Upper Extremity	4	PT 5412	Human Anatomy : Pelvis & Lower Extremity	4
PT 5440	Evidence Based Practice in Physical Therapy	3	PT 5414	Clinical Human Physiology	3
PT 5480	Interaction for Health Care and Society	3		Total credits	17
Fall 1			Spring 1		
PT 5416	Clinical Neuroscience	5	PT 5451	Acute Care Management	5
PT 5460	Intro to Clinical Education	1	PT 5469	Integrated Acute Care Practicum	1
PT 5420	Foundation in Clinical Pathology	3	PT 5422	Cardiopulmonary Pathology	2
PT 5430	Biomechanics and its Clinical Applications	3	PT 5434	Foundation for Systems Review	2
PT 5450	Fundamentals Physical Therapy Examination	5	PT 5432	Motor Control & its Clinical Applications	4
			PT5418	Pharmacology	3
	Total credits	17		Total credits	17
Summer 2					
PT 5424	MS Pathology	4	PT 5437	Education & Communication for Physical Therapists	3
PT 5452	Therapeutic Exercise & Physical Agents Part I	2	PT 5462	Internal Integrated M/S Clinical Practicum I	1
PT 5438	Professionalism for the Physical Therapist	2		Total credits	12
Fall 2			Spring 2		
PT 5431	Prevention, Health Promotion, Fitness, & Wellness	2	PT 5456	Neuromuscular Rehabilitation	4
PT 5481	Therapeutic Exercise & Physical Agents Part 2	2	PT 5458	Pediatrics (required)	2
PT 5453	Musculoskeletal Rehab: Spine	3	PT 5455	Essentials of Rehabilitation Practice	3
PT 5454	Musculoskeletal Rehab: Extremities	3	PT 5466	Internal Integrated NIM Clinical Practicum	2
PT 5463	Internal Integrated M/S Clinical Practicum II	2	PT 5446	Evidence-Based Practice Seminar	2
PT 5433	Management for the Physical Therapist	3	PT 5465	Public Engagement in Prevention, Health Promotion, Fitness & Wellness*	1
PT 5465	Public Engagement in Prevention, Health Promotion, Fitness & Wellness* (2 hr/wk practicum by arrangement, 1 hour a week in class)	1		Elective (PT 5471 & PT 5472)	3
	Total credits	16		Total credits	16-17
Summer 3					
	Cumulative Examinations (May)	0			
	Total credits	0			
Fall 3			Spring 3		
PT	Clinical Education I (Aug-Oct)	10wks	PT	Clinical Education III (Jan-April)	12wks
PT	Clinical Education II (Oct-Dec)	11wks	PT 5461, PT 5464, PT 5467 are the course numbers for the clinical education experiences but can be in any order based on placement availability		
			PT 5448	Capstone Scholarly Report Preparation (April-May)	2
	Total credits	16		Total credits	10

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3. Physical Therapy Student Responsibilities

Physical Therapist Students are responsible for:

- Adhering to the policies in the University Graduate Catalog which was current at the time of initial registration, and of the Physical Therapy Program Policies including Clinical Education Policies at the time of acceptance into the Physical Therapy Program as applicable.
- Meeting the requirements for graduation as stated in the University Graduate Catalog. Meeting the requirements for following the policies and procedures appropriate to the various institutions within the University: Library; b) Parking; and c) Health Services.
- Reading all material placed within their personal boxes and posted to their e-mail addresses.
- Any and all personal transportation necessary for class attendance, including classes held away from the Storrs campus and to clinical education experiences.
- Housing during the 3 year program, including housing during the clinical education experiences.
- Appropriate and professional behavior at all times. Students are expected to dress appropriately for the situation. For example, when going to a physical therapy clinic or other health facility, students are expected to wear nice street clothing or specific clothing as specified by the instructor.
- Maintaining a clean environment in their class rooms, laboratories and other student areas.
- Attending all classes and laboratory sessions punctually; actively participating, and demonstrating self-reliance and personal responsibility for meeting the requirements of the program. Absences and tardiness reflect compromised participation and can affect the students' grades.
- Maintaining current certification in CPR and First Aid for as long as they are in the PT program.
- Passing a criminal background check and drug screen in order to maintain suitability for clinical placements and state licensure.
- Completing all required health tests, immunizations and forms, in order to participate in any clinical education experience. This includes any additional tests or examinations that may be required by the specific clinical site to which a student is assigned.
- Seeking out his/her faculty advisor and scheduling an appointment at least once during the semester. If the student is unable to find a mutual time for a meeting with the advisor, then the student should meet with the Program Director. The Program Director will then communicate to the assigned advisor.
- Seeking out his/her faculty advisor and scheduling an appointment at least once during the semester. If the student is unable to find a mutual time for a meeting with the advisor, then the student should meet with the Program Director. The Program Director will then communicate to the assigned advisor.
- Being academically honest. Academic dishonesty includes cheating and plagiarism. Cheating refers to giving or receiving of unauthorized aid, examinations, and notes on examinations, papers or class assignments. Cheating also includes the unauthorized copying of examinations. The definition of plagiarism is to pass as one's own the ideas or words of another or to present as one's own an idea or product derived from an existing source.

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Professional Behaviors:

The faculty of the Physical Therapy Program at the University of Connecticut has made a commitment to providing opportunities for its students to develop the entry-level skills, knowledge and attitudes needed for exemplary physical therapy practice. An important part of developing into a respected professional is developing a set of behaviors and values that, together with good content knowledge and hands-on skills, position graduates for success in their clinical environment. The Physical Therapy Program uses a Professional Behaviors Evaluation Instrument as one means of guiding the student's development of professional behaviors. (see appendix V)

Physical Therapy Student IAPTA membership:

Students are strongly urged to become student members of the American Physical Therapy Association (APTA), the Connecticut Physical Therapy Association (CPTA), and sections that are of particular interest to the students. Students are encouraged to be active in the University of Connecticut Student American Physical Therapy Association (SAPTA); to attend National APTA meetings and CPTA district and state meetings as part of their professional development. Participation in University based service learning opportunities is also highly encouraged.

Administrative Policies:

Students are not permitted in any faculty member's office without the faculty member being present, unless authorized by that faculty member or accompanied by another faculty member.

Permission must be obtained from the Program Director, or other responsible person within the Program, prior to posting any notices on any of the bulletin boards.

Student Employment:

While it is recognized that students' may have financial need during their educational career, it is recommended that due to the academic demands of the DPT program that students limit employment commitments.

Students who work or volunteer part-time in a hospital or physical therapy clinics are not considered to be representing the Physical Therapy Program or the University of Connecticut.

Students who work or volunteer in physical therapy clinics outside of regularly scheduled clinical education experiences are not covered by the Student Liability Insurance policy.

4. Academic Policies

Nondiscrimination Policy :

It is the policy of the University of Connecticut to prohibit discrimination in education, employment, and in the provision of services on the basis of race, religion, sex, age, marital status, national origin, ancestry, sexual preference, status as a disabled veteran or veteran of the Vietnam Era, physical or mental disability, or record of such impairments, or mental retardation. University policy also prohibits discrimination in employment on the basis of a criminal record that is not related to the position being sought; and supports all state and federal civil rights statutes whether or not specifically cited within this statement.

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One may file complaints with the Office of Diversity and Equity (ODE) within 30 days after the discriminatory act by calling (860) 486-2943 or writing to ODE at Wood Hall, Box U2175, 241 Glenbrook Road, Storrs, CT 06269.

Technical Standards and Assistance:

Technical Standards for the Doctor of Physical Therapy Program at the University of Connecticut

The University of Connecticut's policy prohibits discrimination in education, employment, and in the provision of services on the basis of race, religion, sex, age, marital status, national origin, ancestry, sexual orientation, disabled veteran status, physical or mental disability, mental retardation, and other specifically covered mental disabilities. In adhering to this policy, the University abides by the Americans with Disabilities Act 504 of the Rehabilitation Act of 1973. The Physical Therapy Program encourages all qualified individuals to apply for admission into the Doctor of Physical Therapy (DPT) program.

The Doctor of Physical Therapy Program at the University of Connecticut prepares students for careers as physical therapists in employment settings including hospitals, rehabilitation centers, schools, and outpatient clinics. Graduates are trained to provide physical therapy services to patients suffering from widely varying conditions. Graduates are prepared for licensure indicative that the physical therapist is allowed to practice in all aspects of the physical therapy profession. The DPT curriculum requires that all students acquire didactic knowledge as well as learning skills and attitudes essential to the profession and agreed upon by the faculty as requisite for the practice of physical therapy. Thus, both cognitive and technical skills are necessary to complete the curriculum.

The faculty of the Physical Therapy Program has a responsibility for the welfare of the patients treated or otherwise affected by students enrolled in the program as well as for the educational welfare of its students. The technical standards developed for the Doctor of Physical Therapy Program establish the essential qualities necessary for students to achieve the knowledge, skills and abilities of a novice physical therapist and meet the expectations of the Commission for Accreditation of Physical Therapy Education. Thus, individuals must meet the technical standards described below, with or without accommodation, throughout their course of study. Information related to accommodation and the University of Connecticut Policies and Procedures Regarding Students with Disabilities can be accessed at this website: www.csd.uconn.edu

Specific Demands and Requirements

Motor skills: The student must have sufficient motor capabilities to execute the movements and skills required to provide safe and effective physical therapy patient/client management. These include, but are not limited to:

- Performance of moderately strenuous physical activities.
- Coordination, speed and agility to assist and safely guard (protect) patients who are walking, exercising or performing other rehabilitation activities.
- Adjust, move and position equipment and patients, which involves bending or stooping freely to floor level, reaching above the head, lifting, carrying, pulling, and pushing.
- Provide cardiopulmonary resuscitation

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- Manipulate small devices used in physical therapy; this involves adjusting gauges, dials, small nut/bolts, and equipment settings
- Elicit information from patients by palpation, auscultation, percussion and other examination procedures.
- Legibly record/document all records required for academic and clinical coursework

Sensory/Observational Skills: The student must be able to demonstrate the functional use of vision, hearing and other sensory modalities. These include but are not limited to: ■

- Observe demonstrations and participate in laboratory coursework
- Obtain an appropriate medical history directly from the patient or guardian
- Determine the physical needs of any patient with potential emergency medical conditions
- Palpate a pulse and detect changes or abnormalities of surface texture, skin temperature, body segment contour, muscle tone, and joint movement.
- Sufficient position, movement and balance sensations to assist and safely guard (protect) patients with movement dysfunctions

Communication skills: Students must be able to utilize effective and efficient communication with peers, faculty, patients and their families, and other health care providers. These include but are not limited to:

- Read at a competency level that allows one to safely carry out all academic and clinical assignments
- Effectively communicate verbally (interpret and express) information regarding the comfort and well-being of patients, and to communicate with patients/families, health care professionals and third party payers.
- Recognize, interpret and respond to nonverbal behavior of self and others

Behaviors: Students must be capable of behaviors required for the successful conduct of physical therapy in all environments. These include but are not limited to: ■ Exercising good judgment .

- Developing empathetic and therapeutic relationships with patients
- Tolerating close physical contact with other students, colleagues and patients
- Working appropriately with patients, other students and co-workers in stressful situations
- Prioritizing multiple tasks, integrate information and make decisions
- Acting safely and ethically during all academic and clinical environments
- Establishing rapport with patients, students and coworkers from a variety of ethnic and cultural backgrounds

Disclosure of a Disability:

It is the responsibility of the student with a disability to inform the Program Director and in the case of clinical courses the DCE and the clinical site regarding a disability if a reasonable accommodation is needed to complete the course. The clinical site must provide reasonable accommodations unless it constitutes an undue hardship. Accommodations will be determined individually in consultation with the student, the Center for Students with Disabilities, the DCE, and the clinical instructor. Any student needing assistance is urged to contact either or both of the following University of Connecticut offices:

Center for Students with Disabilities (CSD)
Wilbur Cross, Room 161
Storrs, CT 06269
(860) 486-2020 (voice/TDD)
(860) 4864412 (FAX)

University Program for College Students with
Learning Disabilities (UPLD)
249 Glenbrook Road, Unit 2064
Storrs, CT 06269-2064
(860) 486-0178, (860) 486-5799 (FAX)
Dept. Web Site: <http://www.cped.uconn.edu>

Services for Students with Disabilities

For complete information regarding the University's Policies and Procedures Regarding Students with Disabilities, please refer to www.csd.uconn.edu.

Center for Students with Disabilities

The Center for Students with Disabilities (CSO) assists students to maximize their potential while helping them develop and maintain independence. Its philosophy is one that promotes self-awareness, self-determination, and self-advocacy in a comprehensively accessible environment. While complying with the letter of the law, the CSD also embraces its spirit by providing services to all students with permanent or temporary disabilities to ensure that all University programs and activities are accessible.

Services offered include:

- Pre-admission counseling and new student orientation.
- Individualized academic accommodations and counseling.
- Residential accommodations and counseling.
- Financial aid counseling.
- Personal assistance training and referral.
- Assistive technology.
- Transportation and parking services.
- Referral and liaison services to state agencies.
- Information and referral source to all University and community programs and services.
- Process for securing testing accommodations:

Students with disabilities are eligible for test accommodations determined on an individual basis. "Test," as used in this context, refers to quizzes and examinations taken during the semester in conjunction with an academic class. "Reasonable accommodations" depend upon the nature and degree of severity of the documented disability. Test accommodations determined on a case-by-case basis may include:

- extended time to complete examinations and quizzes;
- a testing location free of distractions;
- special equipment such as a computer, magnifier, or braille; - readers and scribes; and
- alternative formats such as oral or taped tests.

If the need for accommodations is deemed appropriate, University Program for College Students with Learning Disabilities (UPLD) (www.education.uconn.edu/departments/epsy/upld/) or Center for Students with Disabilities (CSD) will generate an academic accommodation request letter, which the student will present to the class instructor. Students are responsible for meeting with professors to discuss exam considerations at the beginning of the semester. Ideally, the student and the professor will determine the appropriate accommodation.

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The faculty of the Physical Therapy Program will work with the student and the CSD or UPI-D to the best of their ability. Students should discuss their specific needs for testing accommodations (e.g., extended time; separate location; use of computer) with CSD or UPI-D staff within the first two weeks of a semester. UPI-D and CSD will be available for consultation, and CSD will be able to execute accommodations if necessary.

Preferably, instructors or the academic department will administer the test accommodations. If this is not possible, the CSD can administer and/or proctor examinations. Exams should be taken as close to the actual class time as possible.

***Students should review the Graduate Catalog for explicit detail regarding how their special educational needs may be accommodated at the University of Connecticut.

Absences from Final Examinations:

If, due to extenuating circumstances, a student cannot take a final examination as announced in the Final Examination Schedule, the student must ask permission from the Program Director to reschedule the examination. When the student has permission to reschedule, the instructor will schedule it at a time agreeable to both.

Grading:

The Physical Therapy Program adheres to the following Grading Scale for Graduate courses:

A+ = 4.3	B+ = 3.3	C+ = 2.3	D+ = 1.3
A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7
			F = 0

Expected Performance Grading and Dismissal

The members of the Physical Therapy faculty regularly monitor the performance of each student in all facets of the program (classroom, laboratory and clinic) at the close of each semester of their graduate education to determine their readiness to progress in the program. Performance evaluations are conducted by the Physical Therapy faculty in advance of each clinical practicum experience specifically to determine the adequacy of each student's knowledge, proficiency level and their preparedness to interact safely with patients and clients during the clinical education experience. If at any time, a student's level of performance, progress in completing the academic requirements for the degree, or professional development/or suitability is considered to be unsatisfactory, the faculty and the program advisory committee may require remedial action on the part of the student or recommend dismissal to the Dean of the Graduate School.

According to the Graduate Catalog:

... "students are expected to maintain in their course program at least a B (3.00) average and demonstrates satisfactory progress in the degree program and professional development. Maintenance of good academic standing in the Graduate School requires at all times a cumulative grade point average of 3.00 or higher. Whenever a student's cumulative average falls below 3.00, performance is reviewed by the program advisory committee and a recommendation to the Dean of the Graduate School made as to whether or not the student should

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be permitted to continue graduate study. Graduate students' progress is monitored regularly by the advisory committee.

Grading:

The letter A signifies work of distinction. The letter B represents work of good quality, such as is expected of any successful graduate student. The letter C represents work below the standard expected of graduate students in their area of study. It is recognized that work of C quality in a supporting area may be of benefit to students and that they should not be discouraged by the grading system from including some supporting work in their programs. Such work shall be identified on the plan of study. Plus and minus values may be assigned to all but failing grades, are entered on the permanent record, and are computed into the student's grade point average. A grade of D+, D, or D- signifies work of unsatisfactory quality. If a graduate student receives any form of a D grade, the course may not remain on the plan of study and the student's eligibility to continue in the degree program is reviewed by the departmental advisory committee. The grade of F signifies failure in the course and necessitates a recommendation by the advisory committee to the Graduate School as to whether or not the student shall be permitted to continue graduate study.

S and U

For the following four PT clinical practicum courses, (PT 5461 , PT 5464, PT 5467, and PT 5468), students receive a grade of either S (satisfactory) or U (unsatisfactory). Per policy of the Graduate School a grade of U signifies failure in the course and necessitates a recommendation by the advisory committee to the Graduate School as to whether or not the student shall be permitted to continue graduate study. Please see the Program's Clinical Education Manual for specific information regarding grading of full time clinical practicum courses.

Absences:

Students must notify the course instructor or the Program Director, as soon as it is known that a class or mandatory activity will be missed, or no later than 24 hours after the absence.

Acceptable means of notification are telephone, or telephone message or email if approved by the instructor. In the situation of absences from a clinical education experience, the Clinical Instructor at the site must be notified as soon as possible, but no less than 30 minutes from the start of the work day. The student is responsible for arranging with the instructor for possible make-up of the missed class or laboratory material.

Examination and Testing Contingency Arrangements

If absence is because of illness, emergencies or religious holidays, and when the instructor has been notified on or before the day of the written exam, a student may at the discretion of the course instructor be given one opportunity to take the written exam at the convenience of the instructor. Students who fail to make schedule an alternative time will receive zero points for the exam.

Academic Requirements for Enrollment in Clinical Practicum Courses

All students are reviewed by their faculty advisors and the faculty as a group to determine readiness for clinical practica. Students who have received below a C in any previous coursework or are not making

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suitable progress in meeting the academic requirements for the degree, or professional development will be reviewed by the program's advisory committee to determine whether they may progress to participation in full time clinical practica. Specific policies and procedures regarding readiness for clinical education can be found in the Clinical Education Policy and Procedure Manual. Prior to the start of full time clinical practicum courses, each student must pass a cumulative examination. The examination is a comprehensive review of all curricular content. The exam consists of three content areas: medical/surgical, orthopedic, and neurological. In each content area the student will be required to complete three components related to a specific case example. The students will complete a written response related to the case, practical examination and appropriate documentation for the case. Students must successfully complete testing in each content area in order to enter full time clinical training. If a student fails to demonstrate competency in one or more content areas he or she will be permitted to retake the exam up to 2 times at the discretion of the academic advisory committee.

5. DPT Final Project—Professional Paper Project

The practice of evidence-based physical therapy requires knowledge of clinical research. Thus, students in the Doctor of Physical Therapy program are expected to participate in a scholarly endeavor involving one or more faculty mentors and one or more physical therapy students.

Students must present their project at the end of their third spring semester and complete a written report by the end of that semester in the program. The paper must be in a form and of a quality that is consistent with submission to a professional journal in accordance with the "Instructions to Authors". (e.g. Physical Therapy, Archives of Physical Medicine and Rehabilitation etc.)

The curriculum will help students to prepare for this project, but it is the students' responsibility, in collaboration with their faculty mentor(s), to see that the presentation and paper are ready at the required time. A passing grade on the project, awarded in (PT 5448) is required to graduate from the DPT program.

The paper can take one of the three forms that are described below.

A. Systematic Review

A systematic review can be conducted in association with one or more faculty mentors and physical therapy student. Only reviews for which there is a prior agreement of collaboration from a University of Connecticut faculty member are allowed. While publication of the review is not required, it is expected that the review will be of such a quality that it could be submitted for publication. The review must be systematic. A mere summary of the literature on a topic is not satisfactory. Students will be provided with topics that faculty believe are appropriate for systematic reviews

B. Research Report

A research project is conducted in association with one or more faculty mentors and physical therapy students. Only research projects for which there is a prior agreement of collaboration from a University of Connecticut faculty member are allowed. To facilitate such collaboration, a list of topics with which

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faculty are willing to involve students will be made. Although more than one student may be involved in a project, each student must participate in data management and preparation of a paper conveying substantive findings. While publication of the report is not required, it is expected that the paper will be of such a quality that it could be submitted for publication.

C. Major Case Report

The student will select a real case from his or her clinical affiliations and a faculty member is recruited to assist the student in the selection of an appropriate case and who will supervise the student's writing of the case report. The case should be unique or illustrative so as to expand the knowledge or understanding of those who read it. Students who exercise this option will need background material, usually obtained through the evidence based paper assignment, and considerable data to effectively write and present the case. Reports are to be written with the APTA's "Writing Case Reports" (McEwen, 2001) as a guide and should describe patient management using the format of the "Guide to Physical Therapy Practice". Arrangement for students to work with one or more research mentors is generally completed by the end of the first fall semester and no later than the first spring semester

Role of the Research Mentor:

A research mentor is responsible for guiding the student in a research initiative approved by the Program Director of Physical Therapy. Their role is to direct the student and help ensure a successful completion of a presentation of their work as a component of PT 5446 and a written report in a format suitable for submission in a professional journal as a component of PT 5448.

6. Clinical Education Policies and Academic Advising

Students are assigned a faculty advisor upon beginning the program. The advisor counsels students concerning academic issues including review of performance, difficulties, and personal problems. It is the responsibility of the faculty advisor to fulfill the role of advisor in as thorough and conscientious a manner as possible, which may include referring the student to the University Counseling Center.

Role of Advisors in the Physical Therapy Program:

In the first year the student will be assigned a faculty advisor. The initial assignment is by random process to a faculty member with a full-time appointment. As an advisor the faculty member works closely with the Program Director. The faculty member should meet with the student in the first few weeks of the Fall semester or sooner when possible. If the advisor is unavailable during the first summer of the program the Program Director will assume the advisors responsibilities until the fall semester.

Roles and Responsibilities:

Advise and council students on academic coursework and address any difficulties/problems the student is having.

At the end of each semester students who are below 3.0 GPA will be notified by the Program Director. This event will require that the student's performance be reviewed by the Academic Advisory Committee. The faculty advisor should advise the student of the process as well as review the Graduate School policy related to academic performance expectations and dismissal policies. At the request of the student, a faculty advisor who is not a committee member, may accompany the student in meetings with

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the Academic Advisory Committee. Faculty advisors serving on the Academic Advisory Committee will attend all meetings of the committee.

Due Process:

Appeal of a Grade on a Paper or Test (must be made prior to end of course)

The student contacts the instructor for an appointment to review the paper or test in question. It is up to the instructor to make the decision in this situation. If the student is not satisfied, he/she may ask the Program Director to attend the meeting between the faculty member and the student in which the paper or test is reviewed.

Appeal of a Course Grade or outcome of a cumulative exam (must be made within 30 days of final examination)

The student should first discuss the reasons for his/her appeal with the instructor of the course or in the case of the cumulative exam the Program Director. If no satisfactory agreement is reached the student may submit an appeal in writing to the Program Director. The written appeal should contain the information and reasons the student believes the grade or the outcome of the cumulative exam is incorrect or should be changed. The Academic Advisor Committee will review the appeal and will recommend a course of action regarding the course grade or cumulative examination evaluation.

Appeal Process Related to Recommendation of Academic Dismissal

In cases where a recommendation of dismissal from the Physical Therapy Program is made by the Academic Advisory Committee to the Graduate School the student will be notified by the Associate Dean of the Graduate School. A process to request a hearing with the Associate Dean and appeals procedures are described in the Graduate Bulletin and thus are the policy of the Physical Therapy Program. Students should refer to the Graduate Bulletin for complete information and may direct questions to the Program Director, Department Head or the associate Dean of the graduate School.

Grievance Procedures

The University of Connecticut's Graduate School policies regarding students who feel aggrieved or uncertain about whether or not they have been treated fairly by a faculty or staff member have several routes that can be taken to seek resolution or redress. Because many difficulties can result from misunderstandings, clear communication and informal mediation are believed to be the most effective and least anxiety-provoking mechanisms to resolve student grievances. Usually, the first approach is for the student to request a meeting with the faculty or staff member in order to state the problem and to attempt a direct solution.

If that proves unsatisfactory or should such a meeting seem undesirable given the particular circumstance, there are several choices. Sometimes appropriate mediation can be provided by other faculty or staff in the School or at other campus units such as the Women's Center or one of the cultural centers or religious institutions. Alternatively, the student may consult with the Program Director, the Department Head, or the Dean, usually in that order. It is the responsibility of the academic administrator, then, to gather the facts in the case and seek a mutually acceptable resolution. All faculty and staff in the School report ultimately to the Dean and formal action can be taken at that level, if appropriate. In the event that the initial collection of facts suggests a violation of law or of explicit

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university policy concerning prejudice or harassment, the administrator will immediately consult with appropriate staff in Human Resources or the Provost's Office regarding appropriate action.

The Doctor of Physical Therapy Program's grievance procedures are as follows:

- Step 1. If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person that is believed responsible for the grievance in an attempt to informally resolve the problem. It is believed that most student concerns can be resolved through direct and open communication between the parties concerned.
- Step 2. If the student is not satisfied with the results of the informal meeting, s/he should submit a written complaint to the primary faculty, along with a request for a meeting with the primary faculty. One of these faculty members, who is not involved in the grievance, will be selected to serve as a mediator. The written grievance should be presented promptly to the primary faculty and prior to the scheduled meeting. The student grievant may be accompanied by a representative of his/her choice at any step of the process. Subsequent to this meeting, the program director will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution should be included in the student's file.
- Step 3. If the student grievant is dissatisfied with the results of Step 2, s/he may appeal in writing to the Director of the Physical Therapy Program within ten working days of the date of the Step 2 response. Upon receipt of the appeal, the Program Director will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. After the Step 3 meeting, a written response will be issued to both parties within fifteen working days.
- Step 4. If either party is dissatisfied with the results Step 3, s/he may appeal in writing to the Associate Dean of the College of Agriculture, Health, and Natural Resources within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the students file for historical purposes.

Change in Research Project Faculty Research Mentor or Faculty Advisor

The student makes a written request through the Program Director to change their research mentor(s) of faculty advisor.

7. Health and Immunization Policies

Physical Therapy students must be free of communicable disease and in good health in order to be admitted to any clinical environment. Practice in clinical settings where actual patients will be seen requires that those patients be protected from communicable disease. Students will not be allowed to participate in any clinical education opportunity unless they can demonstrate that they are immune to rubella, measles, mumps, varicella and hepatitis B; have received an up to date inoculation for tetanus, diphtheria and pertussis (TDAP); and have tested negative for tuberculosis.

Every student's health record is maintained by both Student Health Services and the online health records management portal COMPLIO (through American DataBank), with assistance by the Clinical Compliance Coordinator (CCC). Relevant student health information will be provided to clinical sites where the student will provide patient management. The student is required to sign a release form so that this information can be sent to clinical sites.

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Prior to any clinical involvement (including integrated clinicals, work at the Nayden Clinic and full time practicum courses), students must have on record with Student Health Services a physical examination which is done by the start of the fall of the first year in the program. The health record must include up to date immunization records for Tetanus and Hepatitis B and titers for Measles, Mumps, Rubella, Varicella and Hepatitis B.

Either a Mantoux PPD skin test or a Quantiferon blood test must be completed before the start of the first fall semester and must be done again annually to rule out the presence of tuberculosis. The health record must include date of planting/injection and reading (with results). If the results are positive, the record must include documentation of a chest x-ray and/or INH treatment. Some clinical sites require additional PPD reading to be done at specified times. Students are responsible for reviewing the clinic file and complying with the clinic's timetable.

The Hepatitis B series must be completed by the end of the fall semester of the first year of the PT program. If immunizations have been completed within the previous two years, documentation of a Hep B titer (Quantitative, not Qualitative) must be submitted. If the series was completed more than two years ago, a post-titer is not necessary. Students who are exempted for medical or religious reasons must complete and sign a Declination of Hepatitis B Vaccination form. Some clinical sites require the full series, so exempted students would not be allowed to participate in clinical education at those sites. Students are instructed to read the clinic file carefully to ensure that they meet all health requirements mandated by the clinical site.

The Clinical Compliance Coordinator, along with the COMPLIO system will remind students of required health policies prior to clinical experiences. Students must complete all the necessary health data forms in a timely fashion. Failure to do so will result in delay of the experience. The Physical Therapy Program Director or the Director of Clinical Education may request additional documentation at any time from the student's personal physician if a health problem might be aggravated by clinical experiences or if a health problem might endanger a patient in a clinical setting.

Students should review the Program's *Clinical Education Manual of Policies and Procedures* for further information regarding health policies.

Students are responsible for all, and any, of the fees and charges related to the Health Policies, CPR and First Aid certifications, CORI checks, drug screenings and required health insurance.

Health Insurance

All students are required to carry at least the minimum coverage of health insurance as stated in the University's student health policy. It is the student's responsibility to present a completed Verification of Health Insurance Form prior to the start of the third full week of classes each year. Students will not be allowed to attend any clinical experience without this documentation on file. The student will assume responsibility for any medical expenses incurred while participating in the clinical portion of their program.

Professional Liability Coverage

All students are required to carry specific professional liability coverage under the blanket University policy. Students will be billed automatically for this on their University fee bill. Although the State of Connecticut has statutory protection for students in "field placement programs" (Chapter 53 of the Connecticut General Statutes), many agencies will not accept this as adequate protection. Therefore, the PT Program, on advice of counsel, has required that all students purchase the blanket University

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malpractice coverage. This is a condition of the contractual agreements with all agencies participating in the clinical education of DPT students.

OSHA Training

The Department of Physical Therapy, in cooperation with the Department of Environmental Health and Safety, and in compliance with the OSHA Blood Borne Pathogen Standard, will provide mandatory annual educational sessions for all students. All students must provide proof of completion of the course every year or they will not be allowed in any clinical environment. This policy must be adhered to for both integrated clinical experiences and for all full time practicum courses.

Cardiopulmonary Resuscitation and First Aid

Current Professional Rescuer AED CPR and First Aid training certifications are required throughout the time the student is in the PT program. New students must submit a copy of a valid CPR and First Aid cards during the first summer semester to the Clinical Compliance Coordinator (CCC) of the program. Continuing students must submit a copy of re-certifications in advance of their expiration dates. On-line courses will not be accepted. Any student whose CPR or First Aid expires before the end of a clinical practicum course will not be allowed to start that course. Missed days for this reason will not be waived; the student will be required to make that time up.

Criminal Offense Background Investigation (COBI) and Drug Testing

Most clinical sites require a COBI and/or drug testing before a student is allowed to work with patients. The Clinical Compliance Coordinator will assist students in using the COMPLIO system to get these done and each student will be responsible for maintain their own reports. The reports may be sent to a student's clinical site on request.

The Clinical Compliance Coordinator oversees the COBI reports and will inform the DCE and Program Director if a negative result occurs. If the report is negative, the DCE is informed and meets with the student to discuss the effect this will have on clinical education courses and site selection. While many clinical sites have not provided specific information about the timing and results of the investigation, students should assume that a positive result of any kind will mean that he/she will not be allowed to practice in any environment that requires the investigation.

Student Clinical Placement or Other Experiential Learning Experience & Authorization/Consent for Review and Disclosure

Every UConn student involved with clinical healthcare training is required to sign this waiver, which releases their health records, background screenings information, documentation regarding training and other individually identifiable records held by the participating clinical training department / program at UConn. These records are protected under the Family Educational Rights and Privacy Act (FERPA) and/or other relevant federal/state laws, and may not be disclosed without specific permission, except in limited circumstances as permitted or required by law.

Each incoming student must submit the following to the Physical Therapy Program's Immunization & Clinical Compliance Coordinator and upload to COMPLIO:

Proof of Completion of a CPR Professional Rescuer with AED and First Aid course
Completed Clinical Rotation Health Review Form and Student Health History form (must be completed by student's healthcare provider)

- Proof of Completion of the Hepatitis B series (or signed waiver)
- Proof of completion of OSHA Blood Bourne Pathogen training (each year in the program)
- Proof of completion of HIPAA educational training

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- Health Insurance Verification form
- Student Clinical Placement Authorization/Consent for Review and Disclosure Form
- Personal Property Waiver form
- Medicare Exclusion Waiver form

8. Graduation Requirements

Academic Requirements for Graduation

In order to receive the Doctor of Physical Therapy (DPT) degree from the University of Connecticut the student must:

- Achieve a minimum overall GPA > 3.0.
- Satisfactorily Complete all Physical Therapy coursework with a grade of C or above.
- Complete a total of 33 weeks of Full time Clinical Education with credit.
- Students must follow all University guidelines for applying for graduation. This is accomplished through the student record management system (PeopleSoft) during the final spring semester.

Application for the Degree

Formal application must be filed on the official form provided by the Graduate Records Office. If filing is not timely, conferral is delayed to the next conferral period, even though all other degree requirements may have been completed on time.

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PART I:

<p>Physical Therapy Department Faculty & Staff Contact Information 3107 Horsebarn Hill Road, Unit 4137, Bio4 Bldg.</p>

Name & Email	Phone	Title	Room
Jeffrey Kinsella-Shaw jmkshaw@gmail.com	486-0047	Program Director	017
Deborah Bubela deborah.bubela@uconn.edu	486-1995	Assistant Professor in Residence	006
Maryclaire Capetta maryclaire.capetta@uconn.edu	486-0048	Assistant Professor in Residence	012B
Rachel Chasse-Terebo rachel.chasse@uconn.edu	486-1854	Clinical Compliance Coordinator	005
Craig Denegar craig.denegar@uconn.edu	486-0052	Dept. Head, Kinesiology	037
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Susan Glenney Susan.Glenney@uconn.edu	486-5692	Assistant Clinical Professor	007
Steven Harrison steven.harrison@uconn.edu	486-8430	Assistant Professor	014
Justin Laferrier justin.laferrier@uconn.edu	486-0017	Assistant Professor	016
Adam Lepley adam.lepley@uconn.edu	486-0019	Associate Professor	015
Jon Rizzo Jon.rizzo@uconn.edu	486-0020	Director of Clinical Education	008
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PART II: Admission Policies

Admission to the Doctor of Physical Therapy Program

The Physical Therapy Program is a three year doctoral program. After successfully completing the program, a student is awarded a Doctor of Physical (DPT) degree. Students with a bachelor's degree from an accredited 4 year college or University are eligible for admission.

Admission to the DPT Program in the Department of Kinesiology of the College of Agriculture, Health, and Natural Resources is competitive. Admission decisions are based upon grade point average in all studies and the specific science prerequisites (see below), Graduate Record Examination scores, the quantity and scope of the applicant's experiences in physical therapy or other health related areas, and evidence of leadership skills with a potential to contribute to the profession. The College of Agriculture, Health, and Natural Resources and the Physical Therapy Program actively pursue and support students with diverse backgrounds. Applicants to the DPT program are expected to demonstrate outstanding ability and to show on the record of previous scholarship and experience that they are likely to do superior work in their professional preparation. Meeting minimum requirements does not assure acceptance into the program

Students are advised to complete the Graduate Record Examination and applications by January 15th of the year they are applying for May admission. Prerequisites may be taken after the application deadline, but satisfactory performance is required and acceptance into the program is contingent upon such performance.

Pre-requisite courses for admission into the Doctor of Physical Therapy program.

- General Chemistry I with laboratory ➤ General Chemistry II with laboratory
 - Physics I with laboratory
 - Physics II with laboratory
 - Anatomy & Physiology I with laboratory * ➤ Anatomy & Physiology II with laboratory *
 - Psychology (6 credits)
 - Statistics
 - Biology
- Mathematics (Pre-Calculus or higher)

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PART III: Health and Immunization Compliance Requirements

Physical Examination

All DPT students are required to be free of communicable disease and in good health prior to any course work that may require direct, or indirect, patient contact. Thus, all students are to have an initial physical exam before the start of the first Fall semester. Students may have the physical exam, the initial tuberculosis test and the repeat PPD Test conducted by UConn Student Health Services (SHS), or students may elect to have the physical exam and required tests performed by a private physician.

The following lab work must be done and a copy of the lab slip must accompany the *Clinical Rotation Health Review Form*:

- Positive Titers for HepB*, Measles, Mumps, Rubella & Varicella— Documentation of immunization not sufficient.
- Up-to-date Tetanus, Diphtheria & Pertussis (TDAP) immunization (within the last 10 years)
- Mantoux PPD or Quantiferon blood test for Tuberculosis (if positive, student must present proof of INH therapy or a negative chest X-ray).

**IT IS THE STUDENT'S RESPONSIBILITY TO UPLOAD DOCUMENTATION TO THE
COMPLIO SYSTEM, IN COOPERATION WITH THE CLINICAL COMPLIANCE
COORDINATOR.**

Failure to submit this information by the specified deadline will impact the start of clinical practice and therefore may prolong the program. Students with incomplete health forms who are scheduled to attend clinical affiliations will not be allowed to start the clinical. Missed days for this reason will not be waived and students will be required to make that time up.

For students utilizing UConn SHS (The Infirmary), physical exams are by appointment only. Students are responsible for checking with their own insurance carrier to determine if the required physical examination and lab tests are covered. Costs not covered by the student's private insurance will be the responsibility of the student.

Many clinical facilities require additional procedures for the clinical affiliations. It is the student's responsibility to check all records of each facility for the supplemental requirements. These additional requirements MAY include additional, drug screens, criminal background checks, mask fittings, and fingerprinting.

CPR/AED with First Aid

All DPT students are required to maintain current CPR Professional Rescuer with AED and First Aid certification for the duration of their training. Certification cards are required by the beginning of the first fall semester and must be maintained throughout the time the student is in the DPT program. Any student who's CPR and or First Aid certification expires before the end of a clinical practicum course will not be allowed to start that course.

OSHA Bloodborne Pathogens Training

All DPT students will receive classroom training in OSHA Bloodborne Pathogens during their orientation session. Thereafter, students will be required to take on-line recertification through the Environmental Health & Safety website each of the remaining two years of their training. They are then required to provide evidence of their recertification before they can begin their clinical affiliations.

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HIPAA training

All DPT students will receive classroom training in HIPAA (Health Insurance Portability and Accountability Act) during their orientation session. Thereafter, students may be required by the individual clinics to undergo further training.

Health Insurance Verification

All students are required to carry personal health insurance throughout the program. Completion of the Health Insurance Verification Form, as well as providing a copy of the student's insurance information, will be expected upon completion of their orientation session, as well as prior to each clinical affiliation.

Student Clinical Placement or Other Experiential Learning Experience & Authorization/Consent for Review and Disclosure Form

All students in the professional phase of the curriculum are required to complete this waiver for release of medical records to clinical affiliates. This authorization will remain in effect for the duration of the student's time in their professional program. Information obtained from physical exams will be made available to the DPT Program through COMPLIO and to each clinical site where the student is placed.

DPT Program Health and Immunization Requirements

Requirement	DPT I	DPTII	DPT'''
Physical Examination*	x		
Titers for HepB, Measles, Mumps, Rubella, Varicella & Annual PPD	x		
CPR/AED w/ First Aid	x		x
OSHA Bloodborne Pathogens Training	x	x	x
HIPAA training	x		
Health Insurance Verification	x		
Health Info Release	x		
Information Release & Disclosure Form	x		

*Additional physical examinations may be required by clinical facilities.

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PART IV: University Policies & Procedures

1. Protection of Students and Staff from Harassment During Off-Campus Experiences

It is necessary for students in many programs to complete practica or internships within outside organizations. Employees also may be assigned to work at external sites as a part of their job duties. The University's legal and ethical obligations to protect the civil rights of students and staff extend to those settings. Below are policy guidelines developed in cooperation with several Deans whose students customarily participate with other agencies as part of their academic programs. Your cooperation in administering the guidelines is appreciated; and, should you need advice or assistance, you may consult with the Director of ODE.

I. Inclusion of University Policies in Contracts or Agreements with External Agencies.

A. All contracts with suppliers of services must include reference to the Governor's Executive Orders 3 and 17, and specific language is required. These Executive Orders cover nondiscrimination, as does C.G.S. Section 4a-114a.

B. Other sections of the statute govern the conduct of state agencies in their normal functions.

i. C.G.S. Section 46a-71 prohibits discrimination in the delivery of service; forbids state agencies to become parties to agreements with entities that discriminate (or fail to bar discrimination); and require state agencies to analyze the conduct of organizations with which they enter agreements.

ii. C.G.S. Section 46a-75 (a) & (b) prohibits discrimination in the provision of educational and vocational programs; and require state agencies to encourage the fullest development of students' or trainees' potential, and encourage expansion of training opportunities under these programs so as to involve larger numbers of participants from those segments of the labor force where the need for upgrading levels of skills is greatest. The statutes do not require that contracts, agreements, memoranda of understanding, et cetera, include reference to B (1) & (2). We prefer to include a brief reference to these obligations to assure that the agencies with whom we deal are well informed of the University's commitment to its statutory obligations.

C. The President's policies on nondiscrimination, affirmative action, and discriminatory harassment should be made a part of such contracts. It suffices to attach the most current versions to the agreements.

II. Internal Procedures for University Unit Entering Agreements.

A. The school/unit should receive and review assurance that the external agency has strong nondiscrimination policies and complaint procedures.

B. Each out-placed student should be advised of his or her civil rights, including the right to be free of racial, religious, and sexual harassment; and should be informed of the existing mechanisms for handling complaints in these areas.

C. The Dean or Director should appoint a staff member to serve as chief contact person or advisor for, (a) reviewing civil rights policies and procedures as in II (A); and, (b) pursuing complaints filed as per II (D) & E. The identity of the individual fulfilling a similar role in the external agency should be known to school officials and students.

D. Procedures regarding handling complaints of discrimination and harassment registered by our students should be articulated and, preferably, made a part of the agreement.

E. Complaint procedures should be formal (i.e., consistent, fair and amendable to review) and should include the following elements:

i. Publication of the appointed staff person's identity (noted in (C) above).

ii. Means by which an aggrieved person may file a complaint, formal or informal, and may inform the unit of his or her desired resolution.

iii. Means by which the school/unit, may be assured that the complaint is treated properly by the external agency. "Properly" is defined as the standard for remedies imposed in similar complaint situations filed against an internal party.

iv. Protection of the complainant from retaliation for having complained must be assured.

F. Formal and informal complaints should be recorded in a manner that allows the unit to review agencies' conduct in this area prior to renegotiating agreements.

G. ODE is to be consulted on a case-by-case basis. If an employee of the University is accused of discriminatory conduct, ODE must be apprised of the complaint.

Any questions concerning this issue can refer to this link: <http://equity.uconn.edu/wp-content/uploads/sites/833/2016/08/Discrimination-Complaint-Process-2015.pdf>

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2. University Policy Statement on Against Discrimination, Harassment, and Related Interpersonal Violence

Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships

A Printer-Friendly copy of this policy is available at: <http://policy.uconn.edu/wp-content/uploads/sites/243/2016/07/2016-07-1-DiscHarassment.pdf>

STATEMENT OF POLICY The University of Connecticut (the “University”) is committed to maintaining a safe and non-discriminatory learning, living and working environment for all members of the University community – students, employees, and visitors. Academic and professional excellence can exist only when each member of our community is assured an atmosphere of safety and mutual respect. All members of the University community are responsible for the maintenance of an environment in which people are free to learn and work without fear of discrimination, discriminatory harassment or interpersonal violence. Discrimination diminishes individual dignity and impedes equal employment and educational opportunities. The University does not unlawfully discriminate in any of its education or employment programs and activities on the basis of an individual’s race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran’s status, prior conviction of a crime, workplace hazards to the reproductive system, gender identity or expression, or membership in any other protected classes as set forth in state or federal law. To that end, this Policy Against Discrimination, Harassment and Related Interpersonal Violence, Including Sexual and Gender-Based Harassment, Sexual Assault, Sexual Exploitation, Intimate Partner Violence, Stalking, Complicity, Retaliation and Inappropriate Amorous Relationships (the “Policy”) prohibits specific forms of behavior that violate state and federal laws, including but not limited to Title VII of the Civil Rights Act of 1964 (“Title VII”), Title IX of the Education Amendments of 1972 (“Title IX”), the Violence Against Women Reauthorization Act of 2013 (“VAWA”), and related state and federal anti-discrimination laws. Such behavior may also require the University to fulfill certain reporting obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the “Clery Act”), as amended by VAWA, and Connecticut state law regarding reporting suspected child abuse and neglect. The University prohibits discrimination, as well as discriminatory harassment, sexual assault, sexual exploitation, intimate partner violence, stalking, sexual or gender-based harassment, complicity in the commission of any act prohibited by this Policy, retaliation against a person for the good faith reporting of any of these forms of conduct or participation in any investigation or proceeding under this Policy (collectively, “Prohibited Conduct”¹). These forms of Prohibited Conduct are unlawful and undermine the mission and values of our academic community. In addition, inappropriate amorous relationships with employees in positions of authority can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. The University adopts this Policy with a commitment to: (1) eliminating, preventing, and addressing the effects of Prohibited Conduct; (2) fostering a safe and respectful University community; (3) cultivating a climate where all individuals are well-informed and supported in reporting Prohibited Conduct; (4) providing a fair and impartial process for all parties in the investigation and resolution of such reports; and (5) identifying the standards by which violations of this Policy will be evaluated

¹ Definitions for all forms of Prohibited Conduct can be found in Section IX of this Policy. Page 5 and disciplinary action may be imposed. In addition, the University conducts ongoing prevention, awareness, and training programs for employees and students

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to facilitate the goals of this Policy. A student or employee determined by the University to have committed an act of Prohibited Conduct is subject to disciplinary action, up to and including separation from the University. Third Parties who commit acts of Prohibited Conduct may have their relationships with the University terminated and/or their privileges of being on University premises withdrawn. It is the responsibility of every member of the University community to foster an environment free of Prohibited Conduct. All members of the University community are encouraged to take reasonable and prudent actions to prevent or stop an act of Prohibited Conduct. The University will support and assist community members who take such actions. Retaliation against any individual who, in good faith, reports or participates in the reporting, investigation, or adjudication of Prohibited Conduct is strictly forbidden. This Policy applies to all reports of Prohibited Conduct occurring on or after the effective date of this Policy. Where the date of the Prohibited Conduct precedes the effective date of this Policy, the definitions of misconduct in effect at the time of the alleged incident(s) will be used. The procedures under this Policy, however, will be used to investigate and resolve all reports made on or after the effective date of this Policy, regardless of when the incident(s) occurred.

Complainants (or others who become aware of an incident of Prohibited Conduct) are encouraged to report the incident to the University through the following reporting options:

By contacting the Office of Institutional Equity by telephone, email, or in person during regular office hours (8am-5pm, M-F):

Office of Institutional Equity

Wood Hall, First Floor
241 Glenbrook Road
Storrs, Connecticut
(860) 486-2943
equity@uconn.edu
www.titleix.uconn.edu
www.equity.uconn.edu

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3. Rights & Responsibilities for Students with Disabilities

Student Rights and Responsibilities

Every student with a documented disability has the following rights:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
2. Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose his/her disability to except as required by law.
4. Information reasonably available in accessible formats.

Every student with a disability has the responsibility to:

1. Meet the University's qualifications and essential technical, academic, and institutional standards.
2. Identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
3. Provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations, and the need for specific accommodations.
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.

Institutional Rights and Responsibilities

The University of Connecticut, through its Disability Contact Persons has the right to:

1. Maintain the University's academic standards.
2. Request current documentation from a student completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
3. Discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation with the student's signed consent authorizing such discussion.
4. Select among equally effective and appropriate accommodations, adjustments, and/or auxiliary aids in consultation with students with disabilities.
5. Deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation does not identify a specific disability, the documentation fails to verify the need for the requested services, or the documentation is not provided in a timely manner.
6. Refuse to provide an accommodation, adjustment, and/or auxiliary aids that is inappropriate or unreasonable including any that:
 1. pose a direct threat to the health and safety of others;
 2. constitute a substantial change or alteration to an essential element of a course or program; or
 3. pose undue financial or administrative burden on the University.

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The University of Connecticut through its Disability Contact Persons has the responsibility to:

1. Ensure that University courses, programs, services, jobs, activities, and facilities, when viewed in their entirety, are offered in the most integrated and appropriate settings.
2. Provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request.
3. Evaluate students on their abilities, not their disabilities.
4. Provide reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request by a student.
5. Maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student.

More specifically, the University's Disability Contact Person has the responsibility to:

1. Assist students with disabilities who self-identify and meet University criteria for eligibility to receive reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
2. Assure confidentiality of all information pertaining to a student's disability.
3. Inform students with disabilities of University policies and procedures for filing a formal grievance through the Office of Institutional Equity and/or through external agencies (e.g., Office of Civil Rights).

Faculty Responsibilities

- Responsible for discussing with the Center any concerns related to the accommodation(s) or arrangements that have been requested by the student in their initial contacts. Faculty should meet with students who provide an accommodation letter to establish the means of providing the accommodation as early in the semester as possible.
- If a student requests that an instructor provide accommodations for a disability and the faculty member has had no official notification of the student's need for accommodation from the CSD, the instructor should assist the student in contacting the CSD
- Responsible for assuring that appropriate accommodations are provided, either by providing the accommodation themselves or by making appropriate arrangements with the CSD.
- Faculty are not able to refuse to provide required accommodations, to question whether the disability exists when accommodations have been authorized by the college, or to request to examine the students' documentation without a written consent signed by the student. However, faculty members can have input and should arrange with students the means for providing accommodation in a particular class.
- Faculty must provide accommodation that give students with disabilities the opportunity to achieve the intended outcome of the course, so long as the accommodation does not alter the fundamental nature of the course or program.

Link for this and more information: <http://csd.uconn.edu/rights-and-responsibilities-2/>

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4. Policy on Providing Information in Alternative Formats

This policy is intended to address the needs of individuals requiring access to University materials in alternate formats. The University of Connecticut, including the School of Law, School of Social Work and regional campuses, is committed to ensuring effective communication to all individuals, including people with disabilities. The University engages in an interactive process with each person making a request for accommodations and reviews requests on an individualized, case-by-case basis. In keeping with these standards, the University requires that:

- printed materials be made available in alternative formats upon request. Printed materials include, but are not limited to, departmental/program brochures, announcements of events and activities, newsletters, exams, applications, forms, and any other printed information made available to the general public;
- films and video tapes promoting departmental and program information, or related items acquired by a department or program, be closed captioned;
- departments and programs that sponsor public speakers, conferences, information sessions, or public performances provide qualified interpreters for people with hearing disabilities and printed materials in alternate formats upon request;
- departments and programs establish procedures to respond to requests in a timely fashion and promptly notify the Center for Students with Disabilities (CSD) of student accommodation requests and Office of Institutional Equity (OIE) of employee accommodation requests.

Departments and programs that have extensive telephone contact with the public should be accessible to the deaf or hearing impaired through email, texting, instant messaging and/or TDD (telephone devices for the deaf).

The University maintains a variety of assistive technology for converting printed text to audio format, enlarged print, and Braille. Please refer to the CSD website (www.csd.uconn.edu), or call CSD at 486-2020 for the list of available assistive technology.

The needs of individuals with disabilities should be taken into consideration during the design and construction of all websites. Further, printed information placed on the Internet should be in a format that is readily accessible by all individuals. Departments and programs are encouraged to put departmental information, announcements, newsletters, etc. on their websites in accessible formats. For additional information on creating an accessible website, please refer to the [Universal Web Site Accessibility Policy](#).

The University uses the services of state agencies for qualified interpreters and contracts with independent interpreters. Assistance with obtaining an interpreter and additional information about interpreting services can be obtained by contacting the University's Interpreter Coordinator at CSD. Contact information for CSD can be found below.

Providing alternative formats is a departmental and/or program responsibility. Normal budgetary channels should be accessed in order to fulfill requests.

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For additional information or to request materials in an alternate format, please contact:

Elizabeth Conklin, J.D.
ADA Coordinator
Associate Vice President
Office of Institutional Equity (OIE)
241 Glenbrook Rd., Unit 4175
Storrs, CT 06269
Tel: (860) 486-2943
Elizabeth.Conklin@UConn.edu
Website: www.equity.uconn.edu
(employee requests)

Donna M. Korbel
Assistant Vice President for Student Affairs
Director
Center for Students with Disabilities (CSD)
233 Glenbrook Rd. Unit 4174
Storrs, CT 06269
Tel:(860) 486-2020
Donna.Korbel@uconn.edu
website: www.csd.uconn.edu
(student requests)

* UConn Health has separate policies for its employees, students and community members. Those policies can be found on the UConn Health policies webpage.

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PART V: APTA (American Physical Therapy Association) Code of Ethics

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA).

The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

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Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Professional Duty)

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/ client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment. 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public. (Core Value: Integrity)

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (Core Values: Professional Duty, Accountability)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

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5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel. 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority. 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence)

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. (Core Values: Integrity, Accountability)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/ clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Value: Social Responsibility)

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Link: https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Ethics/CodeofEthics.pdf

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PART VI: Student Professional Behavior

Introduction

Professional behavior is critical to a student's engagement in the academic preparation program and ultimately to the physical therapist's success in clinical practice. While in the academic program, faculty will consider and monitor students' professional behaviors on an ongoing, regular basis beginning during the summer of 2017.

Each course syllabus will contain at least one objective relating to professional behavior.

Faculty choose objectives depending on course content and instructional strategies. Individual faculty may choose to include professional behavior in the grading criteria for the course.

A rubric to evaluate students' professional behaviors has been developed based on the Professional Behavior and Communication components of the Clinical Performance Instrument (APTA, 2003). The instrument for evaluating the professional behaviors of students in the DPT program is intended to serve two purposes: (1) provide feedback to the students about dimensions to their development as therapists not captured by academic grades, and (2) provide information about student performance to the DPT program director, the Director of Clinical Education, and the Physical Therapy faculty serving as academic advisors. The information collected is intended to help identify both areas of strength and areas wherein the student may benefit from remediation prior to participation in clinical practice. It should be communicated to students that the rubric is a tool to facilitate the development of an interpersonal skill-set that is as essential to their success in both clinical practice and academic preparation. Furthermore, the parallel between academic and professional preparation will be reinforced for the students when introducing them to the professional behaviors evaluation instrument. It should be explicitly communicated to students that just as academic testing reflects the knowledge base that they must master for the licensure examination, the professional behaviors evaluation instrument incorporates key elements of the Clinical Performance Instrument that will be applied to them in the clinical setting. Ideally, the professional behaviors evaluation instrument is intended to provide information that should be used to facilitate student success, not to thwart progress towards completion of the DPT.

Syllabus Objective Options

All course syllabi will include one or more of the following objectives that relate to student behavior depending on the course content and instructional strategies.

I. General Course Objective

Students will behave in a manner consistent with the professional behaviors identified by the Physical Therapy Program, the University of Connecticut, and the American Physical Therapy Association.

II. Specific Course Objectives.

For traditional classroom-based or foundational science courses:

Throughout the course, students will demonstrate behavior consistent with that described in: Physical Therapy Student Handbook sections; Student Physical Therapist Responsibilities of Professional Behavior

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The University of Connecticut's Responsibilities of Community Life: The Student Code — Academic Integrity in Graduate Education and Research link: <http://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/>

Throughout the course the student will behave in a manner consistent with those designated professional behaviors and exemplary communication practices adapted from the Clinical Performance Instrument.

For courses that relate primarily to clinical experiences and/or provide opportunities for direct patient contact:

Throughout the course, the student will give evidence of professionalism by demonstrating behaviors consistent with the APTA's Professionalism in Physical Therapy: Core Values, i.e. accountability, altruism, compassion/caring, excellence, integrity, professional duty, social responsibility.

Throughout the course the student will behave in a manner consistent with those professional behaviors and exemplary communication practices adapted from the Clinical Performance Instrument.

A combination of the above objectives may be used for courses that contain both classroom and clinical activities.

Demonstration of Objective Attainment

Students will receive faculty ratings within the 'Meets Standards' range (i.e. 3, 4, or 5) on each of the Professional Behavior Feedback instrument items.

Implementation of Monitoring Process

At the midpoint and conclusion of full-semester courses, the course instructor will rate each student's behavioral performance using the Professional Behavior Feedback rubric. Instructors of courses scheduled for less than a full semester will complete the feedback rubric at least once during the course. Course instructors will provide that feedback to each student and will notify the program director of any student who receives a score of '2' or below for any item. The director will forward information to the student's advisor as appropriate.

If professional behavior is a focus of the course, the instructor may develop additional means to assess other professional behaviors depending on the course objectives. Instructors have the option of including professional behaviors or not including professional behaviors as part of the course evaluation criteria.

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Professional Behavior Feedback Form

Please rate each behavior by circling the number that best represents this student's behavior during your direct interaction.

Behavior	Unacceptable		Meets Standards			NO
	1	2	3	4	5	
1. Accepts responsibility for own actions.	1	2	3	4	5	NO
2. Is punctual and dependable.	1	2	3	4	5	NO
3. Completes scheduled assignments in a timely manner.	1	2	3	4	5	NO
4. Wears attire consistent with expectations of the setting.	1	2	3	4	5	NO
5. Demonstrates initiative.	1	2	3	4	5	NO
6. Abides by the policies and procedures of the program and university.	1	2	3	4	5	NO
7. Adapts to change.	1	2	3	4	5	NO
8. Maintains productive working relationships with classmates, instructors, and others involved in the course.	1	2	3	4	5	NO
9. Treats others with positive regard, dignity, respect, and compassion.	1	2	3	4	5	NO
10. Maintains confidentiality.	1	2	3	4	5	NO
11. Demonstrates behavior that contributes to a positive environment	1	2	3	4	5	NO
12. Accepts criticism without defensiveness.	1	2	3	4	5	NO
13. Manages conflicts in constructive ways.	1	2	3	4	5	NO
14. Makes choices after considering the consequences to self and others.	1	2	3	4	5	NO
15. Assumes responsibilities for choices made in situations presenting legal or ethical dilemmas.		2	3	4	5	NO
16. Communicates, verbally and nonverbally, in a professional and timely manner.	1	2	3	4	5	NO
17. Initiates communication in difficult situations.	1	2	3	4	5	NO
18. Selects the most appropriate person(s) with whom to communicate.	1	2	3		5	NO
19. Communicates respect for the roles and contributions of all peers, staff, faculty and others involved in the program from a variety of ethnic and cultural backgrounds.	1	2	3	4	5	NO

NO = Not observed. All items are selected from the Professional Behaviors and Communication sections of the Clinical Performance Instrument with some adaptations to reflect the academic setting.