



# UNIVERSITY OF NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

## DEPARTMENT OF PHYSICAL THERAPY STUDENT HANDBOOK

Class of 2027 (May Graduation)

### DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

(Effective August 16, 2024)

Approved by faculty on July 22,  
2024

## Disclaimer

The provisions of this Department of Physical Therapy Student Handbook do not constitute a contract, express or implied, between The University of New England and any applicant, student's family, or faculty or staff member. The University of New England Department of Physical Therapy reserves the right to change the policies, procedures, rules, regulations, and information in this Handbook at any time. Under extenuating circumstances, certain policies and procedures can be waived upon request by the student if voted upon by the majority of the faculty. This handbook is a general information publication only, and it is not intended to, nor does it, contain all regulations that relate to students.

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## I. UNIVERSITY OF NEW ENGLAND DEPARTMENT OF PHYSICAL THERAPY OVERVIEW

The Physical Therapy Program at the University of New England is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program aspires to graduate exceptional entry-level clinicians who are prepared to practice in diverse health care settings. The department prepares students for breadth and depth in the field of physical therapy. The program is housed in the Westbrook College of Health Professions and is one of several medical profession programs on the Portland Campus.

### A. Introduction to the Student Handbook

The Doctor of Physical Therapy (DPT) Student Handbook outlines the mission, goals and objectives, and philosophy of the Department of Physical Therapy at the University of New England (UNE). It also contains department policies and procedures that affect students enrolled in the DPT program. The policies are intended (1) to protect and make explicit student rights and responsibilities, and (2) to ensure that DPT program operation is consistent with its obligations as a professional physical therapist education program.

Students are responsible for being familiar with the contents and referring to the contents when questions arise. Student appeals of any department decision or action resulting from an academic or conduct review will follow the procedures as outlined in the [UNE Student Handbook](#) and/or the [WCHP Graduate Program Progression Policies](#). Similarly, students are expected to abide by the [APTA Core Values and Professional Behaviors](#) of accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility.

### B. Mission, Vision, and Goals

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

1. [University Mission Statement](#)
2. [Westbrook College of Health Professions Mission Statement](#)
3. Department of Physical Therapy Mission Statement

The Department of Physical Therapy is dedicated to preparing students for contemporary physical therapy and advances the profession through its steadfast commitment to excellence in academics, clinical education, scholarship, and service.

4. Department of Physical Therapy Vision Statement

The Department of Physical Therapy will be highly regarded for its innovative curriculum; diverse student body; international opportunities and initiatives; student and faculty scholarship; inclusivity of faculty, professional staff, and students in department life; community partnerships and engagement; and stewardship of its resources.

## 5. Doctor of Physical Therapy Program Goals

- a) Core Attributes: To promote a culture that fosters a professional, collegial, and collaborative environment in which all people can thrive.
- b) Academics: Foster academic excellence and lifelong learning.
- c) Clinical Practice: To promote faculty and student involvement in physical therapy clinical practice across the continuum of care in a variety of settings.
- d) Research and Scholarship: To generate and disseminate new knowledge.
- e) Service: Promote opportunities for faculty and student engagement in service to local, national, global, and professional communities.
- f) Administration: Optimize utilization of internal and external resources to maximize the experience of students and faculty.

### **C. Commitment to Justice, Equity, Diversity, and Inclusion**

Physical therapists are committed to social justice, equity, diversity, inclusion, and anti-oppression. The UNE Physical Therapy Program recognizes these as active values that require all of us to advocate for equality in every aspect of our personal and professional practices. Enacting these values is a process, one to which the UNE Physical Therapy Program is dedicated. We acknowledge that as a department and society much needs to be done to rectify injustices of the past and to achieve social inclusivity and equality practices in the present and for the future. In this department, we strive to create a learning culture that encourages constructive and respectful exchange; one that supports brave and authentic conversations that may make some of us feel uncomfortable knowing that this discomfort is where important change and progress is made. At the same time, we do our best to foster a sense of belonging within the community of the department. We invite students to be honest and curious; to question and contribute to strengthening the department's commitment to antiracism, anti-ableism, anti-ageism, LGBTQ+ rights, recognition of historic and current trauma, and our obligation to be culturally and linguistically responsive. We must hold one another accountable to ensure that together, we take the steps necessary to co-create a dynamic culture of inclusion that extends beyond the department and into our many respective communities.

### **D. Chosen Names and Pronouns**

The University of New England department of Physical Therapy is committed to fostering an inclusive environment for every student, staff member, faculty member, or guest that participates in our community. An initial step in this process is to recognize and acknowledge the significance of pronouns and gender inclusive language in our classrooms and university culture as a whole. In practice, this may look like faculty members sharing their own pronouns in person and on their syllabi, in email signatures, and name tags, as well as creating space for students to share their chosen names and pronouns in the classroom as they are comfortable. Preferred pronouns will be included on student nametags, unless requested otherwise. The Department of Physical Therapy pledges to create an affirming environment by respecting chosen names and pronouns.

In addition to implementing sharing pronouns in classrooms, we can also work to eliminate everyday gendered language. We will also work to include more examples, case studies, research, and literature featuring voices of transgender and gender-nonconforming people. As we commit to learning together, the UNE Department of Physical Therapy acknowledges that these changes align with our mission and vision for a more inclusive and affirming community for all.

## **E. Equal Opportunity**

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

The UNE Non-discrimination and Anti-Harassment Official Policy Statements can be found at: [une.edu/title-ix-civil-rights-compliance](http://une.edu/title-ix-civil-rights-compliance)

## **F. Accreditation Compliance**

The DPT Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 | Alexandria, VA | 22305-3085; telephone: 800-999-2782; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. The program has been an accredited program since its beginnings (first graduating class in 1984). The program, through the policies and procedures outlined in this Handbook, is committed to assuring compliance with the [CAPTE Accreditation Handbook](#). In addition to those policies and procedures described below, the Program Director ensures the timely submission of accreditation dues, annual accreditation reports, and notification regarding expected or unexpected substantive changes within the program, notification regarding changes in institutional accreditation by the [New England Commission of Higher Education, Inc.](#) or legal authority to provide post-secondary education. In any instance where the program is found to be out of compliance, the Program Director is also responsible for ensuring that the department comes into compliance within two years of such notice.

### **1. Filing a Complaint with CAPTE**

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

## **II. DPT EDUCATION PROGRAM**

### **A. Description**

The program aspires to graduate entry-level clinicians who are prepared to practice in culturally diverse health care settings. The curriculum is devised to prepare students to be a part of a doctoring profession by developing skills to promote evidence-based evaluation, care, and referral. The 106-credit DPT Program is three calendar years (8 semesters) in length and includes a combination of classroom, laboratory, and clinical practicum experiences. The curriculum begins with the foundational sciences, through which the student explores and studies normal human structure and function, and fundamental physical therapy techniques. From this critical underpinning, the student engages in the evidence-based approach to the physical therapy management of various health conditions affecting individuals across the lifespan. The curriculum sequence is generally organized according to key body systems (i.e., musculoskeletal, cardiopulmonary, neuromuscular, integumentary). Coursework includes study of the functional and psychosocial impacts of health conditions, relevant medical and surgical interventions, and the physical therapy tests, measures, and interventions utilized within the patient/client management model.

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

Each student completes an integrated clinical experience (ICE) and three full time clinical education experiences. The integrated clinical experience occurs during the first professional year, while enrolled in classroom instruction. The full-time clinical education experiences, totaling 36 weeks of clinical experience, are integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients. The number of clinical weeks may only be altered for a student with extenuating circumstances as agreed upon by the faculty. Clinical sites around the United States and Internationally are available to provide a broad base of experiences in a variety of settings. The sites represent the continuum of health care practice settings including acute care hospitals, rehabilitation hospitals, skilled nursing facilities, home health care, outpatient private practices, ambulatory care centers, and school/preschool programs.

## **B. Graduation Requirements**

To be awarded the degree of Doctor of Physical Therapy, the student must (1) complete each required course with a grade of B- or higher or "Pass", and (2) have a cumulative grade point average (GPA) of 3.0 or higher prior to graduation (see [Academic Progression Policies](#) for more details). Transfer credits are rarely awarded to students who transfer from another physical therapy program. The Program Director will review and award transfer credits on a case-by-case basis.

## **C. Comprehensive Examination and Self-Reflective Learning Project**

As part of PTH 711, each student submits a completed Self-reflective Learning Project, which contains their personal reflections on a variety of self-selected, extracurricular learning experiences during their time in the Program. Self-reflection is an important component of physical therapy education and a hallmark of expert clinical practice. Reflective practitioners are committed life-long learners who employ meta-cognitive skills not only to understand what and how they learn, but more importantly, why learning has occurred. Further details about the project are reviewed in the first year of the program.

## D. DPT Curriculum By Semester

YEAR 1	YEAR 2		YEAR 3		
	<b>Credits</b>	<b>AY2 – Summer</b>	<b>Credits</b> <b>11</b>	<b>AY3 – Summer</b>	<b>Credits</b> <b>8</b>
		BIO 504 – Neuroscience PTH 516 – Pathology & Med Management: Cardiovascular PTH 522 – PT Management of Patients – Disorders: Cardiovascular and Pulmonary Systems PTH 524 – Clinical Education Seminar PTH 525 – Practice Management 1	4 1 4 1 1	PTH 607 – Clinical Practicum 2	8
<b>AY1 – Fall</b>	<b>17</b>	<b>AY2 – Fall</b>	<b>10</b>	<b>AY3 – Fall</b>	<b>14</b>
BIO 502 – Gross Anatomy PTH 501 – Foundations of PT Practice 1 PTH 502 – Kinesiology PTH 507 – Introduction to Clinical Medicine	6 5 5 1	PTH 601 – Clinical Practicum 1 PTH 602 – Scientific Inquiry 2 (Distance Education Course)	8 2	PTH 700 – Practice Management 2 PTH 701 – Pathology & Med Management: Disorders of the Integumentary System PTH 703 – PT Management of Patients: Disorders Of the Integumentary System PTH 704 – Disease Prevention & Health Promotion PTH 795 – Scholarship II PTH 710 – Complex Case Management PTH 711 – Comprehensive Exam II	2 1 4 3 2 1 1
<b>AY1 – Spring</b>	<b>19</b>	<b>AY2 - Spring</b>	<b>17</b>	<b>AY3 – Spring</b>	<b>10</b>
PTH 503 – Normal Development PTH 504 – Integrated Clinical Experience (ICE) PTH 506 – Psychosocial Aspects of Disability and Illness PTH 508 – Pathology & Med Management: Musculoskeletal System PTH 510- PT Management of Patients – Disorder: Musculoskeletal System PTH 514 - Scientific Inquiry 1	2 1 1 2 11 2	PTH 603 – Pathology & Med Management: Disorders of the Neuromuscular System PTH 604 – PT Management of Children with Special Health Needs PTH 605 – PT Management of Adults: Disorders of the Neuromuscular System PTH 610 - Comprehensive Exam I PTH 695 – Scholarship I	3 5 6 1 2	PTH 706 – Public Policy and Physical Therapy PTH 707 – Clinical Practicum 3	2 8

NOTES: Students may take elective courses in AY3 Fall as offered and as schedule permits. Students may take short-term travel courses as offered and as schedule permits.

## **E. Philosophy of Education**

The faculty is committed to excellence in teaching and believes it is their responsibility to facilitate learning by actively involving the student in the teaching-learning process. The faculty strives to create a secure and open environment for learning that fosters the development of critical thinking and problem-solving skills. Further, the faculty believes that education and learning occur inside and outside the educational program. Faculty will facilitate learning through design of learning experiences and learning assessments and feedback on learning assessments, as deemed appropriate by the faculty member.

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

By participating in clinical, educational, research, professional, and community activities, the faculty model lifelong learning and professional growth. Program graduates are expected to continue to participate in professional and community activities that prepare them to meet the evolving physical therapy needs of society.

## **F. Student Learning Outcomes**

In alignment with the vision of the APTA, our primary educational outcome of the program is to prepare students for clinical practice wherein physical therapists transform society by optimizing movement to improve the human experience. This program recognizes that movement is a key to optimal living and quality of life for all people that extends beyond health to every person's ability to participate in and contribute to society. The complex needs of society, such as those resulting from a sedentary lifestyle, beckon for the physical therapy profession to engage with consumers to reduce preventable health care costs and overcome barriers to participation in society to ensure the successful existence of society far into the future. ([Vision Statement for the Physical Therapy Profession, 2019](#))

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

After completing the DPT curriculum, students will:

1. Integrate concepts from the biological, physical, behavioral, and clinical sciences into physical therapy services
2. Exhibit professional conduct and behaviors that are consistent with the legal and ethical practice of physical therapy.
3. Demonstrate compassion, caring, integrity, and respect for differences, values, and preferences in all interactions with patients/clients, family members, health

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

### **G. Student Rights and Responsibilities**

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

All policies and procedures apply equally to in-person or virtual activities conducted by the department.

#### **1. Essential Technical Standards**

The Essential Technical Standards support the admission, promotion and graduation of the University of New England Doctor of Physical Therapy Program. Physical therapy is an intellectually, physically, and psychologically demanding profession. It is during the prescribed curriculum that students begin to develop the qualities necessary for practice as a physical therapist. Students acquire the foundation of knowledge, attitudes, skills, and behaviors needed for the physical therapists' professional careers. The abilities that physical therapists must possess to practice safely are reflected in the technical standards that follow. The standards apply to program activities taking place in classroom, laboratory,

and clinical settings. The obligation of the DPT program is to produce effective and competent physical therapists who are able to serve the needs of society. Therefore, all students will be held to the same standards.

Students are required to affirm their ability to meet Essential Technical Standards at the beginning of the program, following a change in health condition, and when returning from a leave of absence.

Candidates for the Doctor of Physical Therapy (DPT) degree must be able to meet these minimum standards, with or without reasonable accommodations, for successful completion of degree requirements.

The [Essential Technical Standards](#) can be accessed on the UNE DPT website.

## 2. Accommodations

UNE seeks to promote respect for individual differences and to ensure that no UNE student is denied benefits or subjected to discrimination due to disability. If you are a student with a qualified disability, the University or department may provide reasonable accommodations for you. The work to provide adjustments or accommodations is an on-going collaborative process that involves continued communication, reassessment, and modification.

Self-disclosure is a necessary first step for receiving modification or accommodations. A student with a documented disability may self-disclose their disability at any time while enrolled at the University. Upon self-disclosure, they are considered for reasonable accommodations provided they follow the procedures of [UNE Student Access Center](#). If a student believes they have a disability that has not been previously documented, the student should meet with the UNE Student Access Center for next steps.

Accommodations from the DPT program can only be provided to students who take the following steps:

- Report the limiting issue immediately to the Student Access Center (SAC) for a determination of whether or not accommodations for the limitation can be identified. The professionals in SAC will collaborate with the Program Director to determine the appropriate accommodation to support the student learning while also ensuring their success on the National Physical Therapy Exam and in professional practice.
- Provide current course instructors with a copy of the Student Access Center documentation that describes any identified accommodations that might be relevant to their respective courses. This must be done for each course in each semester where the student would like the accommodations to be met.

Students must also re-register with the Student Access Center at the beginning of each academic year in which accommodations are needed.

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

### 3. Potential Health Risks and Standard Precautions

There are numerous health risks associated with being a student physical therapist, including but not limited to 1) exposure to infectious diseases, 2) exposure to toxic substances, and 3) strains and sprains, and trauma from slips, trips, and falls.

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

For any accident and/or injury that occurs on-campus or off-campus during school related activities the student should immediately seek medical attention commensurate with the nature of the accident or injury. Students are responsible for all charges related to the accident or injury not covered by their health insurance, whether they occur on or off campus.

Students must report any injuries sustained during any on or off-campus school related activity to the course instructor and the Program Director. If any accident and/or injury occurs on clinical rotations students should follow the medical facility's established procedures. Injuries sustained while on clinical education experiences must be reported to the CI and the DCE/ADCE.

When sustained off campus during non-school related activities, injuries or illnesses that compromise a student's ability to meet course requirements or Essential Technical Standards, must be reported to Course Instructors and the Program Director.

Further information may be obtained from the UNE Student Handbook under the Emergency Preparedness and Response policies at <https://www.une.edu/emergency/emergency-procedures/accident-reporting>.

### 4. Required Training and Testing

Students in the program are expected to maintain compliance with immunization, criminal background check, and related health and safety requirements. Students are responsible for ensuring that all of their documentation demonstrating compliance is up to date and uploaded to Exxat. Failure to maintain compliance could result in the student being prohibited from attending UNE classes, including clinical education experiences, until their non-compliance issue(s) has/have been resolved.

a. Health Insurance Portability and Accountability Act (HIPAA)

The Health Insurance Portability and Accountability Act (HIPAA) was enacted nationally in an effort to protect an individual's rights to privacy and confidentiality. Students will be provided with UNE's HIPAA Training annually. All students are required to provide documentation to the Department they have successfully completed UNE's annual HIPAA training. Students may also be required to complete HIPAA training at various clinical sites throughout their clinical education experiences. The [UNE Student Handbook](#) also contains information on the required annual HIPAA training.

b. Cardiopulmonary Resuscitation (CPR/BLS)

Each student is required to obtain cardiopulmonary resuscitation certification (CPR) Basic Life Support (BLS) for Healthcare Professionals, with hands on training, through the American Heart Association prior to their first Integrated Clinical Experience. This certification must remain current throughout the remainder of the DPT program. They must provide documentation to the Department they have successfully completed CPR BLS for Healthcare Professionals/Providers training by uploading a copy of their card to Exxat. It is the student's responsibility to ensure the maintenance of this certification. Failure to provide verification will result in their inability to begin or continue with assigned clinical education experiences.

c. Health Requirements

Students are required to meet all health requirements as designated by the university and clinical facilities where education of UNE DPT students is conducted. The student should consult the University's health requirements, the Westbrook College of Health Professions Immunization Form, and Exxat Compliance for more detailed information.

d. Background Checks

All students are required to have a criminal background check prior to beginning the program. Further information regarding this requirement will come from the Program Director.

Students should be aware that information obtained during a criminal background check or drug screening could jeopardize their ability to complete a scheduled clinical experience and/or impact eligibility for licensing as a physical therapist. Any information obtained will be sent to the relevant clinical facility provided the student has consented to this. The student has the right to choose to directly deliver the results to the clinical facility. The clinical facility, not UNE, will determine if the information provided affects a student's eligibility to participate in a clinical experience at their site.

#### e. Additional Requirements for Clinical Education

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

#### 5. Education Management Platform Exxat

EXXAT software is utilized by the department for all aspects of the educational experience. There is an annual fee, which is billed directly to students. Students are responsible for uploading required immunizations and certifications to Exxat compliance, and students are required to remain in compliance throughout the PT program. Students must also maintain an updated Exxat profile. Students may complete as much of the profile as desired, but the following fields are required: Professional Photo, Summary, Address Information, Personal Contact, and Emergency Contact.

### **H. Academic Advising**

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

Students are responsible to meet with their advisor as needed to discuss their academic progress. The faculty advisor will maintain a record for each advisee that includes notes of student meetings, progress, and other issues.

### **I. Student Development Committee (SDC)**

The primary function of the SDC is to support students' academic progression through reviews of student performance. SDC reviews are required in cases where a student is failing to maintain academic standards in the courses, is suspected of engaging in professionally inappropriate behavior, or is suspected of violating academic integrity.

- The SDC automatically reviews the general performance of each student twice per semester (i.e., at mid-term and at the end of the term).
- The SDC also may review the performance of a student by request when specific concerns arise from faculty (core or adjunct), the student's advisor, the Program Director (PD), other students, professional staff, clinical instructors, other UNE

constituents or stakeholders, or members of the general public. Through the review process, the SDC evaluates the merits of expressed concern(s) and works with a student to develop an action plan, as needed.

- Action plans identify strategies to resolve an issue, define criteria for success (e.g., performance needed to remove probationary status), describe consequences of failure to achieve identified goals (e.g., progression delay), and identify responsible parties and expected dates of actions.
- The SDC communicates the outcome of its review and any recommended action plan to the PD for consideration. The PD communicates to the student in writing the final outcome of the review process, including any change in student status (i.e., good standing, probation, dismissal). Once a student's action plan has been implemented, the SDC continues to monitor and support the student until the student resolves the identified issues and communicates progress to the program faculty, who eventually vote on successful or unsuccessful completion of the action plan.

The SDC is comprised of at least three faculty members, one of whom may be a member of the Clinical Education team. Students referred to the SDC are required to participate in the review process, either in person or remotely (i.e., via Zoom or phone conference call). Student participation includes providing information as requested and playing an active role in the development of the action plan. Students may invite their faculty advisor to join them at SDC meetings, if needed. Other support personnel (e.g., parents, friends, or other advocates) are not permitted.

SDC action plans depend on the nature of the student performance issue:

- Academic Performance Issues: The SDC encourages students struggling academically to meet with their advisors to develop an action plan designed to address the student's learning issues (e.g., consultation with the Student Academic Success Center, Student Access Center, or medical/mental health providers). When necessary, the SDC facilitates course instructors' development of academic remediation opportunities to provide students with additional time to master course material. When students are unsuccessful with academic remediation, the SDC helps students develop plans to prepare for a future retaking of a course.
- Professional Conduct Issues: The SDC helps students struggling with professional conduct to develop an action plan designed to address the behavioral issue(s). When the conduct issue is minor and an isolated occurrence, action plans are largely student-driven and geared toward helping the student avoid additional problems. Such action plans do not typically include an SDC recommendation for a change in student status. In contrast, when patterns of multiple minor unprofessional conduct issues emerge, or if a conduct issue is more substantial (e.g., academic dishonesty), the SDC may recommend to the PD that the action plan include a change in student status from good standing to probation or from probation to

dismissal.

## 2. Probationary Status

As a consequence of more substantial academic performance or professional conduct issues, the PD, in consultation with appropriate faculty and/or the SDC, may change a student's status in the program from "good standing" to "probation." Probation is defined as a relatively short period of time during which a student must quickly return to full compliance with academic and/or conduct standards. Based on their individual circumstances, students on probation may be ineligible to participate in selected extracurricular activities in the department (e.g., enrolling in elective courses or

independent study courses; holding office as a student class representative; serving as a student ambassador; serving as a graduate assistant). Probation may also limit student options for clinical placement. Conditions and an expected time frame for returning to Good Academic Standing from Probation are described in a letter from the PD.

In some cases, a student's progression in the DPT program beyond the current semester may be temporarily suspended pending successful completion of a mandatory remediation plan.

Remediation plans are developed by the SDC to provide additional structure, resources, and support to students while they address identified issues. Depending on the nature and timing of the issues, the SDC will determine when a remediation plan must be completed (e.g., during the current semester, prior to starting the following semester, or during a formal Leave of Absence).

Students who are in the process of working on a remediation plan may not begin a new semester (didactic or clinical) until the plan has been successfully completed. Failing a required remediation plan results in automatic dismissal.

## J. Academic Progression

Students enrolled in the DPT Program will adhere to the [WCHP Graduate Program Progression Policies](#). Students are responsible for familiarizing themselves with these policies. Students seeking clarification of these policies should meet with their advisor or the Program Director.

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

### 1. Grading

All courses in the department of physical therapy that provide a standard letter

grade use the following scale to determine grades:

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

*\*Note: This does not pertain to courses that utilize Pass/Fail grading.*

Final course grades are rounded to the nearest integer. For example, 89.49 rounds to 89 and 89.50 rounds to 90.

## 2. Passing Standard for Final Course Grades

DPT students must pass all courses in the program with a final course grade  $\geq$  B- or "Pass" in Pass/Fail courses in order to progress in the curriculum and meet the requirements for graduation. Elective courses are not included in this policy.

## 3. Course Grade Below Passing Standard

A final course grade of C+ or lower is considered a failing grade in the program. Course remediation may be offered in certain circumstances. Please refer to the remediation section below for more details.

Students are permitted to re-take one failed academic or clinical course in the curriculum. If, upon re-taking the failed course, a student once again earns a failing grade (i.e., final course grade  $<$  80% (B-) or a "Fail" grade in a Pass/Fail clinical course), the student will be dismissed from the program.

Students who fail a second required course in the Program will be dismissed from the program.

Students who withdraw from a course after the "*Last Day to Withdraw from Classes and Receive a "W" Grade*" as designated by the UNE Registrar, and who at the time of withdraw have a course grade  $<$  80% (B-) or a "Fail" grade in a Pass/Fail clinical course, will be assigned a grade of "WF" for the course. A WF will be treated as a failing grade in the Program, requiring course re-take (1 course failure) or resulting in program dismissal (2 course failures).

## 4. Grade Point Average (GPA) Standard

Per the [WCHP Graduate Program Progression Policy](#), a minimum GPA of 3.0 (both

cumulative and per semester), or “Pass” in each Pass/Fail course, is required for a student to be in “Good Academic Standing.” In addition, a minimum cumulative GPA of 3.0 is

required to graduate. All courses with numerical grading (as opposed to "pass/fail" grading), are used to calculate the semester and cumulative course grades.

*Semester GPA:* Students who earn a semester GPA <3.0 during a semester with two or more didactic courses are required to schedule a meeting with their academic advisor to develop a plan designed to improve academic performance. At a minimum, action plans include (1) recommendations for use of student support services, and (2) required meetings with the academic advisor to monitor progress; additional requirements may be assigned.

*Cumulative GPA:* Students who earn a cumulative GPA <3.0 at the end of any semester will be placed on probation and referred to the Student Development Committee for an evaluation and recommendations. See the “Probationary Status” section of the handbook for more details.

Students on probation for earning a cumulative GPA < 3.0 are expected to earn a cumulative GPA  $\geq$  3.0 at the end of the next full-time didactic semester. Upon meeting this standard, student status will be returned to “Good Academic Standing,” assuming no other concerns warrant continued probation. GPAs earned during part-time semesters or semesters while on clinical rotation will not be considered for return to “good academic standing.”

Action plan requirements, including close monitoring by the academic advisor and the Student Development Committee, will remain in place until the student’s cumulative GPA  $\geq$  3.0. A student’s failure to comply with action plan requirements may be considered a professional conduct violation and warrant further evaluation and recommendations by the SDC.

## **K. Academic Remediation**

Academic remediation opportunities offered by the department provide additional time and faculty input to students with deficient knowledge or skills.

### **1. Course Remediation**

Students who successfully complete a course remediation will be allowed to progress in the program without interruption. Students who are unsuccessful in their remediation attempt will be assigned the appropriate failing grade and are required to retake and pass the course to progress in the program.

At the discretion of the course coordinator, one of two types of remediation are available to students.

1) Within-course remediation: Remediation of key assessments during the course of the semester. All students are eligible for this type of remediation if it is offered by the

course coordinator.

2) End-of-course remediation: Students receiving a final course grade of C+ (76.50-79.49%) are eligible for an end-of-course remediation. If the course is only graded as Pass/Fail, all students receiving a 'Fail' will be eligible for remediation. Once a student has been notified by the course coordinator of their eligibility, students must confirm intent to participate within one business day. Within two business days after student confirmation of intent to participate, students will be informed of the format, content, and criteria required to pass the remediation. Students participating in an end-of-course remediation may be charged a fee to cover the cost of faculty time.

## 2. Required Retake of a Skills Check or Practical Exam

Students are required to re-take a Skills Check or Practical Exam under any one of the following circumstances:

- Student performance on the Skills Check or Practical Exam is below the expected level of 80%
- Student performance on one or more section(s) or content area(s) of a Skills Check or Practical Exam is below the expected level of 80%
- A student demonstrates an error that would put the patient in imminent danger of bodily injury or other serious health risk, or performs a "safety fail", as outlined by the rubric.

The format and mechanism for each re-take will be outlined in each course syllabus. All re-takes will be accompanied by guidance and feedback from course faculty regarding the student's area of deficiency. The criteria for a "safety fail" and the timing of the repeat attempt are determined by individual course instructors.

Students who repeat the Skills Check or Practical Exam and successfully demonstrate competent, safe skill(s) performance will earn a final Skills Check or Practical Exam/assessment grade of 80% for that section of the Skills Check.

Students who do NOT successfully demonstrate competent and/or safe skills upon a repeat attempt will receive the score earned on the repeat attempt for the deficient skills and are required to complete a course remediation at the end of the semester to pass the course.

## L. Conduct Code

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

especially in the event of receiving notice of conduct concerns.

The DPT Program follows the conduct code described in the d the professional conduct code described in the American Physical Therapy Association's (APTA) [Guide for Professional Conduct](#) and the APTA's [Code of Ethics](#).

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

All documentation related to conduct violations will become part of the student's permanent record within the department. Conduct violations allegations may also result in referral to the UNE Judicial Process (see page 49 of the [UNE Student Handbook](#)).

### **M. Change of Enrollment Status**

A leave of absence is a period of time when a student is not enrolled in classes but typically intends to reenroll. Because the department understands other things may arise in a student's life, students may request a leave of absence from the Doctor of Physical Therapy Program. Examples of reasons a student may request a leave include medical conditions, mental health, death in the family, or other emergencies.

Students who wish to change their enrollment status through requesting a [leave of absence](#) or [withdrawing from a course](#) should meet with their advisor and/or the Program Director. Students must complete the necessary forms and following the procedures available on the web site of the [Office of the Registrar](#).

A return to the program must be negotiated with the Program Director at the time of the Leave request. Before resuming class(es), all students returning from a Leave of Absence must:

Meet with the Program Director (or designee) to:

- Review the DPT student handbook and agree to the contents in writing
- Reaffirm their ability to meet Essential Technical Standards
- Reaffirm the absence of criminal activity and/or positive drug tests
- Complete any other requirements as communicated by the Program Director in the Leave of Absence approval letter

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

program.

## **I. Elective Courses and Independent Study Courses**

**Elective Courses:** All students in good academic standing are encouraged to consider taking elective courses. All students will be provided with the deadline for registration. If more students request an elective than seats are available, seats will be filled using a process that meets the needs of students and faculty

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

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

To develop an IS course, students must complete the “Independent Study Contract Form” for WCHP Graduate Programs

<https://www.une.edu/registrar/registration/registration-forms>) with required signatures from the supervising faculty member, academic advisor, Program Director, and Dean.

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

## **N. Attendance**

As members of a graduate professional education program, all students are expected to model professional behaviors. Students are expected to be present, prepared for class, and actively engaged as evidenced by critical thinking and meaningful participation. Absences can and do occur, but students should inform their instructors in advance if they know they will be absent. Excused absences are acknowledged for major unplanned events (e.g., death in the family, emergency health conditions, mandatory military service commitment), and do not include planned events (e.g., scheduled appointments, weddings, vacations, birthdays). An excused absence is required to make up graded activities.

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

- Must receive approval in advance from the course coordinator; and
- Is responsible for all missed class materials; and

- Will make up all graded course activities according to a timetable set by the course instructor

1. NPTE Preparation Course

All students are required to participate in the NPTE preparation course, embedded in PTH 711 Comprehensive Exam 2 courses, organized and paid for by the program.

2. Service or Volunteer Learning

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

3. Non-Sanctioned Activities

Should students participate in or organize activities not sanctioned by the UNE PT program, they should make it clear that they are not participating on behalf of the program. In cases where the PT program involvement is/might be presumed students should seek written approval by the Program Director prior to undertaking such activities.

## **O. Dress Code**

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

## **P. Professional Salutations**

Students should address faculty, guests, and colleagues in a professional manner, given the specific setting and situation. Each faculty member will make it clear in their class how they expect to be addressed (e.g., by degree, first name, etc.). All adjunct faculty and guest lecturers shall be addressed in a professional manner (e.g., Dr., Professor, Mr./Mrs.) at all times, unless they give permission to do otherwise.

## **Q. Deadlines**

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

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

## **R. Audiovisual Recording of Class Sessions**

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

## **S. ExamSoft Testing**

Students will take all DPT course exams electronically via laptop computer. Students will access this system using ExamSoft “Examplify” software.

### **1. Student Responsibilities**

In taking electronic exams, students are required to possess a laptop in working order that meets the required specifications listed for Examplify software on the ExamSoft website: <https://support.examsoft.com/hc/en-us/articles/11145767390477-Examplify-Verify-device-meets-MSRs>

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

On the day of an examination, students should:

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

Students must install and maintain a current version of ExamSoft’s Examplify application on any laptop that will be used during an exam. The Examplify download is available after logging into ExamSoft at <https://ei.examsoft.com/GKWeb/login/unept>

Students are expected to download the examination prior to arriving to take the exam. Students who have not downloaded the examination prior to arrival will not be provided extra time to take the examination.

With the exception of a laptop, power adapter, all personal belongings must be placed at the designated area immediately before each exam. This includes, mobile phones, watches, calculators, or any other devices/materials which are not explicitly authorized. Phones must be turned off or placed in silent mode and left with belongings. Students must complete and submit their examination when instructed by a proctor.

Students arriving late and/or not having Exemplify open and ready at the start of the exam will not be granted additional time to complete the exam. Students who experience computer issues after the examination has started must call for a proctor to help resolve the issue.

Students may not exit the exam prior to showing the proctor the green Exemplify screen, unless he/she is leaving to use the restroom. In this instance, individual students may only leave once during an exam. No more than one student may leave the exam at the same time for reasons other than finishing the exam. When leaving, students are expected to enable the Exemplify "Hide Exam" function so it cannot be viewed by a classmate.

## 2. ExamSoft Technological Issues

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

Student is unable to download and install Exemplify: Students unable to download or install Exemplify must notify both the course coordinator(s) and the designated ExamSoft administrator 24 hours prior to the start of the examination. This will help enable diagnosis and resolution of the issue prior to when the exam is scheduled.

Student's laptop is undergoing repair: It is recognized that student laptops may need to be taken to external repair services for warranty work, etc. In such cases, the student will take a paper-based examination

Student arrives to exam with non-working laptop (e.g., will not connect to Internet, will not boot, will not open Exemplify, etc.): In such situations, the student will be permitted to take the exam on paper.

Student arrives to exam without a laptop: Any student arriving without their laptop will be permitted to take the exam on paper, with a verbal warning not to repeat the behavior. Repeat occurrence(s) may be considered a professional conduct violation.

Student is unable to upload exam: Because students must show a green screen prior to leaving the exam room, upload issues will be addressed immediately by the course coordinator, proctor, or designated ExamSoft administrator.

## **T. Use of Artificial Intelligence Tools**

Generative AI (Artificial Intelligence capable of creating content) is now widely available for producing plausible, persuasive narrative text. Example AI tools include, but are not limited to:

- Grammarly
- Google Doc “Write It for Me” tool
- Wordtune
- ChatGPT
- Bing AI tool
- Bard
- Cactus AI

Permission to use generative AI tools to assist with DPT coursework may or may not be granted by individual course instructors. Instructors retain the right to prohibit the use of AI tools on some or all coursework. Course policies regarding the use of AI tools will be clearly stated at the discretion of the course instructor. When in doubt, students should seek clarification from the course instructor. Instructors also retain the right to change or revoke AI course policy if they determine it to be detrimental to student learning.

#### *Limitations of Generative AI:*

Permission from a course instructor to use generative AI for coursework is not a substitute for students’ professional responsibility to understand its limitations. Limitations include the following:

- The quality of a prompt determines the quality of AI content generated for a specific purpose. Minimum-effort prompts will get low quality results. Prompts typically need to be refined multiple times to get good outcomes. This will take work.
- Don’t trust anything the AI tool says. If it gives a number or fact, assume it is wrong unless you either know the answer or can check it with another source.
- For citing references, the AI itself is not a valid authoritative source.
- Students will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- Be thoughtful about when AI tools are useful. Don’t use it if it isn’t appropriate for the case or circumstance.

#### *Academic Integrity and AI:*

Academic integrity is our foundation as a community of learners at UNE. It defines the values we personally uphold, and it expresses a shared understanding why we do so. This includes: a commitment to truth; a commitment to personal integrity; and a commitment to certain standards and shared values on which membership in this community is based.

The following DPT Program Policy regarding Academic Integrity in no way replaces or supersedes UNE Academic Integrity Policy:

*Students are responsible for AI-generated content as if they had produced it themselves: ideas must be properly attributed to their source, and facts must be true. By submitting any coursework (e.g., an assignment) for instructor evaluation, the student asserts the following:*

- *The submission meets all specific requirements for using AI tools as communicated by the course instructor (e.g., requirements for transparent use and documentation of AI tools in the submission).*
- *All facts in the submission have been verified, especially if they originated from generative AI sources.*
- *I am responsible for any errors or omissions provided by the tool.*
- *All sources of information that went beyond common knowledge have been properly attributed to their source. (Note: Common knowledge is what a knowledgeable reader can assess without requiring confirmation from a separate source).*

*Failure to uphold these assertions, whether intentionally or due to negligence, constitutes a violation of academic integrity and is considered academic misconduct.*

## **U. Evaluation of Courses, Instructors, Program**

Evaluation of courses are used to improve the physical therapy curriculum, course designed, and teaching activities of each course. Course evaluations are used as part of faculty members' annual performance appraisal and as part of reappointment, promotion, and tenure. The purpose of the evaluation is to provide constructive feedback to faculty in areas in which a person does particularly well or in areas in which improvement is possible.

Before graduation, students are asked to complete a Comprehensive Program Survey, which evaluates all aspects of the physical therapy program. In addition, student focus-groups may be conducted to obtain additional feedback throughout and at the conclusion of the program.

## **V. Equipment and Use of the Skills Laboratories**

The skills laboratories may be available at times when regularly scheduled classes are not in session for study and practice. This is dependent on other UNE programs utilizing the space for class activities. Skills laboratories have UNE ID card access, allowing students to enter the laboratory rooms for practice outside of class time without seeking entrance assistance from faculty.

Students should notify the Department administrative staff if their ID card is not properly

programmed to provide entry into the identified skills laboratories.

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

- Placing used linens in the laundry basket.
- Returning equipment to the appropriate storage location.
- Ensuring that the room has been straightened up, windows closed (e.g., Blewett 012) and that the laboratory door is locked when exiting the room.
- Sanitizing used equipment and surfaces

In order to promote a safe and positive learning environment, it is expected that DPT students will engage in safe and acceptable behavior during all supervised and unsupervised use of the skills laboratories. Students may only use Department of Physical Therapy equipment for practice after the equipment has been presented in a physical therapy class. Students may only practice examination and intervention procedures that have been presented and practiced in a physical therapy class. Practice is only allowed with other physical therapy students who have also been trained in the use of the examination or intervention procedures. Students engaging in unsafe or unprofessional behavior may lose their unsupervised access privileges to the laboratories. Students may also be held responsible for damage to equipment and supplies if the damage is related to inappropriate use.

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

### **W. Informed Consent for Teaching and Learning Activities, Images, and Materials**

Any patient or guest participating in teaching and learning activities sponsored by the Department must give their written consent to do so ([Appendix 4](#)). The activities include, but are not limited to: being interviewed, being photographed, videotaped, or tape recorded, allowing faculty to demonstrate examination and treatment procedures, and allowing students to practice examination or treatment procedures or conduct research. The activities may occur at the University or in the community.

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

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

### **X. Medical Advice**

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

### **Y. Student Files and Personal Identifiable Information**

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

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

### **Z. Use of Department Equipment and Administrative Support**

The Department has administrative support personnel to support the daily operations of the DPT program, located in the Physical Therapy Department Office in Proctor Hall, Room 214. Student requests for office supplies or assistance, including duplication of materials for class presentations or in-services, must be submitted to the course instructor for approval before submitting to an administrative support personnel. Photocopiers are located in the library for students' personal use.

Students may use department telephones and fax machine when given permission by faculty or administrative support personnel in an emergency or for school-related business. The Physical Therapy Department refrigerator and microwave are for use by faculty and professional staff only;

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

All students are expected to join the American Physical Therapy Association (APTA) and to maintain membership throughout the professional program. Students are also encouraged to participate at the state and national level. This is excellent preparation for a student's future role as a physical therapist. APTA student membership information is available [on-line](#).

## **BB. Social Media**

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

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

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

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

If you blog or publish information about the Program, you should include/disclose that you are a student in the Program.

- Understand that you assume full responsibility and liability for your public statements.
- Do not disclose patient information/pictures or proprietary information without consent. You must abide by non-disclosure and confidentiality policies, including those of the Board of Physical Therapy Licensure, the American Physical Therapy Code of Ethics, and HIPAA at all times.
- UNE and PT Program logos should be used only as allowed by the Program and/or University.
- Making discriminatory, defamatory, libelous, or slanderous comments when discussing the Program, faculty, staff, patient/clients, clinical sites, and fellow students is unacceptable.

- Social networking and blogging are subject to all other student policies, including harassment and anti-bias policies/statements.
- When in doubt, consult the faculty or Program Director for guidance about the appropriate use of social media.

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

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

### **CC. Licensure and the National Physical Therapy Exam (NPTE)**

Taking the National Physical Therapy Exam (NPTE) (often referred to as “The Boards”) and becoming licensed to practice as a physical therapist in a state are two separate but linked processes.

The Federation of State Boards of Physical Therapy (FSBPT) is the organization that coordinates the examination process and provides a wide variety of resources related to the exam and to the licensure process. The NPTE can be taken anywhere, then you choose where to submit your scores to apply for licensure.

This involves several steps.

1. The UNE PT Program will create your FSBPT profile and provide you with log-in information.
2. The UNE PT Program will validate graduation. This is a mandatory step, required prior to registering for the NPTE. This is done during the second week of March in the year that you graduate.
3. You submit all required components for NPTE registration and take exam.
4. You apply for licensure in the state you expect to practice in.

Some states may require a letter from UNE (with or without a UNE seal) for either the NPTE or licensure. If you need one, your request must go directly to the UNE Registrar's Office to take care of this.

Students are encouraged to explore the FSBPT website early on so that they understand the process and are familiar with state and NPTE . The FSBPT Journey Map is a very helpful overview of the process that will tell you whether or not the state you choose has additional requirements that need to be met to take the NPTE. If you have questions

regarding those requirements, you should contact that state licensing board directly. <https://pt.fsbpt.net/UserJourneyMap>

The FSBPT offers the NPTE four times per year (January, April, July, October). The UNE curriculum and calendar are designed to prepare graduates to take the July exam - following graduation and receipt of degree.

### Taking the NPTE Exam Early

FSBPT allows candidates to sit for the NPTE up to ninety days prior to their validated graduation date. Students wanting to take the NPTE prior to graduation, are required to get PT Program Verification that the student is expected to have met the requirements for graduation within 90 days of the exam date.

Program Verification will be granted by the Program Director when the student has completed the following:

1. Met with their academic advisor to discuss the pros and cons of taking the exam early.
2. Verified that the Director or Assistant Director of Clinical Education has confirmed that the student has successfully completed CP3 **OR** they are on track to successfully complete CP3 by the time of the exam.
3. Provided proof of a passing score on the Practice Exam & Assessment Tool developed by the FSBPT.

The above criteria must be documented on the **NPTE Early Exam Approval Form** in Appendix 6.

The signed NPTE Early Exam Approval Form can be scanned and emailed to the PT Program Director and must be received **no later than March 15**.

#### **\*\*IMPORTANT\*\***

Some states allow students to take the exam prior to graduation, and some do not allow you to take the NPTE prior to graduation. If you intend to apply for licensure in that state, please follow link for state-specific restrictions/requirements.

<https://www.fsbpt.org/Free-Resources/Licensing-Authorities-Contact-Information>

### **III. GENERAL INFORMATION**

#### **a. Membership in the DPT Student Council**

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

variety of professional development, community service, and fund-raising opportunities. All students are strongly encouraged to participate. Any changes to the DPT student council are managed by students in coordination with Graduate Student Affairs. Students can propose changes to the function and structure of the council through amendments or modifications to their bylaws.

During the fall semester, the DPT Student Council will elect class representatives. Students must be in Good Standing with the department, college, and university to be eligible to serve in leadership positions on the DPT Student Council.

i. Offices

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

ii. Responsibilities

The responsibilities of these individuals may include, but are not limited to:

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

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

iii. Department News and Student Information

**b. Department Website**

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

1. [The University Catalog](#)
2. [Recruitment and admissions information](#)
3. [University academic calendars](#)
4. [Essential technical standards](#)
5. [Acceptance and matriculation rates](#)

6. [Student outcomes](#), including graduation rates, employment rates, pass rates on licensing examinations, and other outcome measures
7. [Costs for DPT Students](#)
8. [Financial aid](#)
9. [Job/career opportunities](#)
10. [Student Health Care](#)
11. [Student Academic Success Center](#)
12. [Student Counseling Center](#)
13. [Student Access Center](#)
14. [Student Malpractice Insurance requirements](#)
15. [Clinical Education Handbook](#)
16. [Health Insurance Requirements](#)
17. [Required Health History, Immunization & Physical Forms](#)
18. [Faculty and student news](#)

## APPENDICES

### A. Appendix 1 Department Directory: <https://www.une.edu/wchp/pt/people>

<b>Name</b>	<b>Proctor Hall</b>	<b>Phone ext</b>	<b>Email Address</b>
Jenny Audette	Room 214a	ext. 4591	<a href="mailto:jaudette2@une.edu">jaudette2@une.edu</a>
Amanda Benner	Room 203	ext. 4593	<a href="mailto:abenner@une.edu">abenner@une.edu</a>
Jim Cavanaugh	Room 208	ext. 4595	<a href="mailto:jcavanaugh@une.edu">jcavanaugh@une.edu</a>
Betsy Cyr	Room 210	ext. 4586	<a href="mailto:ecyr3@une.edu">ecyr3@une.edu</a>
Erin Hartigan	Room 211	ext. 4443	<a href="mailto:ehartigan@une.edu">ehartigan@une.edu</a>
Mike Lawrence	Room 215	ext. 4274	<a href="mailto:mlawrence3@une.edu">mlawrence3@une.edu</a>
Marissa Lyon	Room 207	ext. 4573	<a href="mailto:mlyon1@une.edu">mlyon1@une.edu</a>
Grace Makley	Room 219	ext. 4589	<a href="mailto:gmakley@une.edu">gmakley@une.edu</a>
Sally McCormack Tutt	Room 209	ext. 4578	<a href="mailto:smccormack@une.edu">smccormack@une.edu</a>
Tara Paradie	Room 203	ext. 4572	<a href="mailto:tparadie@une.edu">tparadie@une.edu</a>
Dana Tischler	Room 204	ext. 4594	<a href="mailto:dtischler@une.edu">dtischler@une.edu</a>
Phil Rotolo	Room 214	Ext. 4590	<a href="mailto:protolo@une.edu">protolo@une.edu</a>
Katherine Rudolph	Room 206	ext. 4113	<a href="mailto:krudolph@une.edu">krudolph@une.edu</a>
Matthew Somma	Room 212	ext. 4592	<a href="mailto:msomma@une.edu">msomma@une.edu</a>
Scott Stackhouse	Room 205	ext. 4581	<a href="mailto:sstackhouse@une.edu">sstackhouse@une.edu</a>

## B. Appendix 2 DPT Program Professional Behaviors

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

May WW , Morgan B, Lemke JC, et al. . Model for ability-based assessment in physical therapy. Journal of Physical Therapy Education.1995 ;9(1):3–6.

### **C. Appendix 3 UNE Westbrook College of Health Professions Criminal Background Check Policy (July 2017)**

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

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

Process:

- Students accepted into WCHP programs are required to initiate their own criminal background check through Castlebranch Inc., or a company identified by WCHP, prior to their first observation or clinical placement. Individual programs will determine timing for the initial criminal background check, commonly the semester prior to starting clinical practicum experiences, and subsequent background checks as needed.
  
- WCHP, in concert with the programs and clinical sites, will determine the specifics of the required background check. The minimum recommended background checks should meet the following criteria:
  1. Extend back seven (7) years.
  2. Reflect a national search.
  3. An Interpol search should be done for international students.
  
- Students found to have a positive criminal history (either prior to matriculation or while enrolled in the program) shall be required to submit a written explanation of the circumstances to the program director or designee.

The program director or designee will review the written explanation and will make a determination of disposition to the student.

The disposition may range from an entry into the educational record and continuation in the program to dismissal for inability to adequately place the student in an appropriate clinical educational setting.

3. In the event of a positive criminal background check, the program director and Assistant Dean of Student and Clinical Affairs will consult with legal counsel as needed and a determination will be made as to the process for disclosure of positive findings – both within WCHP as well as external site
  
4. Failure to disclose a conviction, or material misrepresentation of information, is deemed to be falsification of the program application and may result in dismissal from the University of New England when discovered

#### D. Appendix 4 Informed Consent

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

participate in the following teaching and learning activities sponsored by the Department of Physical Therapy at the University of New England (UNE).

The activities may occur on campus at the University or off campus in the community.

By signing this form, I voluntarily give my consent to:

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

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

I understand that:

Any relationship that I have with the Department of Physical Therapy and the University of New England will not be negatively influenced by my decision to decline to participate. At any time during the activity, I may decline to participate and may refuse to answer a question.

My consent is valid indefinitely, unless I decide otherwise (insert date here): \_\_\_\_\_.

At any time in the future, I may freely withdraw my consent to have my records used, including interviews, videotapes, photographs, audiotapes, etc. To do so, I must send a written request to: Director, Department of Physical Therapy, University of New England, 716 Stevens Ave, Portland, ME 04103.

I understand the above agreement.

\_\_\_\_\_  
Signature of patient/client/guardian Date

\_\_\_\_\_  
Witness Date

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

\*\* Risks:

## E. Appendix 4 NPTE Early Exam

### Approval Form Due March 15th

Student Name: \_\_\_\_\_ Date of Request: \_\_\_\_\_

The above-named student requests to take the NPTE before graduation.

The signature of the student's academic advisor below attests to the following:

- i. I have met with the above-named student and discussed the pros and cons of taking the NPTE early. The discussion involved:
  - a. Relationship between GPA and NPTE scores
  - b. Importance of adequate time to study for the exam
  - c. Testing Limits
    - i. Students cannot test more than three consecutive times. If students have tested three consecutive times, they must skip the next exam date.
    - ii. Students cannot test more than six times in their lifetime. They may test up to six times if they are otherwise qualified to test.
    - iii. Students cannot test if they previously took the exam twice and received two very low scores, defined as any scaled score below 400.
  - d. Other factors affecting the request to take the NPTE early
  - e. Student has provided proof of a passing score the Practice Exam & Assessment Tool developed by the FSBPT.

Advisor's Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date of Advisement: \_\_\_\_\_

The above-named student has consulted with the Clinical Education Faculty to ensure that there are no concerns about the student successfully completing Clinical Practicum 3.

DCE / ADCE Name (print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

In lieu of a signature from the DCE or ADCE, students may attach a copy of an email communication from the DCE or ADCE confirming that the clinical education faculty have no concerns about the student successfully completing Clinical Practicum 3.