



UNIVERSITY OF
NEW ENGLAND

INNOVATION FOR A HEALTHIER PLANET

DEPARTMENT OF PHYSICAL THERAPY
STUDENT HANDBOOK

DOCTOR OF PHYSICAL
THERAPY (DPT)
PROGRAM

(Effective August 16, 2023 to August 15, 2024)

Approved by faculty on August 27, 2023

Disclaimer

The provisions of this Department of Physical Therapy Student Handbook do not constitute a contract, express or implied, between The University of New England and any applicant, student's family, or faculty or staff member. The University of New England Department of Physical Therapy reserves the right to change the policies, procedures, rules, regulations, and information in this Handbook at any time. Changes will become effective at the time the proper authorities so determine and the changes will apply to both prospective students and those already enrolled. 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 generalist and advanced specialized practice in 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[†] 1

The University of New England prepares students to thrive in a rapidly changing world and, in so doing, to improve the health of people, communities, and our planet.

2. Westbrook College of Health Professions Mission Statement[†]

The Westbrook College of Health Professions educates a dynamic, collaborative workforce responsive to the evolving needs of society, thus advancing the health and well-being of all people.

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.

¹ [†] indicates material that also appears in the Faculty Handbook

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-agism, 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 as requested. 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. Some examples of more gender-neutral language include “their,” “everyone,” “folks,” and “y’all.” 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

F. Compliance With Accreditation†

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; 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, not inclusive of optional or elective courses, with a grade of B- or higher or “Pass”, and (2) maintain a cumulative grade point average (GPA) of 3.0 or higher (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

Two comprehensive examinations are embedded in the curriculum. The first occurs during the fifth semester as part of PTH 610 Comprehensive Exam 1 (Year 2 - Spring). The second occurs during the final semester as part of PTH 711 Comprehensive Exam 2 (Year 3 - Spring). As part of PTH 711, each student also 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	
	Credits	AY2 – Summer BIO 504 – Neuroscience PTH 516 – Pathology & Med Management: Cardiovascular PTH 522 – PT Management of Patients: Disorders of the Cardiovascular and Pulmonary Systems Systems PTH 525 – Practice Management 1 PTH 524 – Clinical Education Seminar	Credits 11 4 1 4 1 1	AY3 – Summer PTH 607 – Clinical Practicum 2	Credits 8 8
AY1 Fall BIO 502 – Gross Anatomy PTH 501 – Foundations of PT Practice 1 PTH 502 – Kinesiology PTH 507 – Introduction to Clinical Medicine	17 6 5 5 1	AY2 – Fall PTH 601 – Clinical Practicum 1 PTH 602 – Scientific Inquiry 2 (Distance Education Course)	10 8 2	AY3 – Fall 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 710 – Complex Case Management PTH 795 – Scholarship II	13 2 1 4 3 1 2
AY1 – Spring PTH 503 – Normal Development PTH 504 – Integrated Clinical Experience (ICE) PTH 506 – Psychosocial Aspects of Disability and Illness PTH 508 – Pathology & Med Management: Musculoskeletal System PTH 510 – PT Management of Patients: Disorders of the Musculoskeletal System PTH 514 – Scientific Inquiry 1	19 2 1 1 2 11 2	AY2 - Spring 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	17 3 5 6 1 2	AY3 – Spring PTH 706 – Public Policy and Physical Therapy PTH 707 – Clinical Practicum 3 PTH 711 – Comprehensive Exam II	11 2 8 1

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

Enrollment in the DPT Program assumes certain essential cognitive, emotional, and technical skills. The Essential Technical Standards contain those abilities and skills that degree candidates must possess to engage safely and competently in required learning activities. The abilities and skills are described in five domains: observation skills; communication skills; motor skills (fine and gross); intellectual-conceptual, integrative and quantitative abilities; and behavioral and social/emotional attributes. Students are required to affirm their ability to meet Essential Technical Standards at the beginning of the program, following a change in health condition, and when returning from a leave of absence.

A student's affirmation that they meet the Essential Technical Standards indicates the following:

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

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

For ease of student review, the essential technical standards have been copied here from the UNE DPT website. The candidate language should be understood to be applicable to students once they have matriculated.

Observation

Observation requires the functional use of vision, hearing, touch, and the use of common sense. Candidates must have visual perception, which includes depth and acuity. A candidate must be able to observe lectures, laboratory dissection of cadavers, and lecture and laboratory demonstrations. The candidate must be able to observe a patient accurately and obtain an appropriate medical history directly from the patient or guardian. Examples in which these observational skills are required include: observation of skin color; breathing regularity; temperature of skin; muscle tone;

facial expressions; palpation of peripheral pulses, bony prominences, and ligaments; visual and tactile evaluation for areas of inflammation; and visual and tactile assessment of the presence and degree of swelling. A candidate must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals. The candidate must have sufficient vision, hearing, and touch to detect patient/client needs in a busy clinical environment. The candidate must be able to read and interpret equipment, patient charts, and diagnostic tests. The candidate must also be able to accurately monitor dials, displays, and equipment used in treatment of patients including exercise equipment and electrical modalities.

Communication

Communication includes speech, language, reading, writing, and computer literacy. Students must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with patients and their families, as well as perceive non-verbal communications, and to deal effectively with cultural and ethnic diversity. Physical therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Candidates must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the health care team. Candidates must be able to complete forms according to directions in a complete and timely fashion. The candidate must be able to demonstrate the ability to deliver and receive complex information in one-on-one and group settings, respond to questions from a variety of sources and respond appropriately to verbal and non-verbal communication, as well as explain complex information according to the listener's needs and abilities, both formally and informally. A candidate must be able to complete paper and/or online forms and documentation according to directions in a timely fashion, accurately elicit information and describe a patient's change in mood, thought, activity, and posture. Candidates must be able to demonstrate sufficient communication skills to effectively train other D.P.T. candidates, patients, family, and support personnel.

Motor Skills

The candidate must have sufficient strength, endurance, and motor skills to effectuate the coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision. Sufficient physical stamina is required to complete the rigorous course of didactic and clinical study. The candidate must be able to access and negotiate laboratories, classrooms, and workstations, attend clinical internships, and accomplish required tasks in the clinic and academic settings. The candidate must be able to perform emergency procedures such as cardiopulmonary resuscitation; safely lift, transfer, and position patients; safely assist and guard patients during gait training; safely and effectively administer exercise and examination procedures that require resistance or facilitation; perform non-surgical wound debridement, and manually adjust exercise equipment and assistive devices. Long periods of sitting, standing, and moving are required in classroom, laboratory, and clinical experiences. The candidate must demonstrate sufficient balance, coordination, and ability to accompany and detect loss of balance in patients who are walking; the ability to support and guard patients who lose their balance during walking on level surfaces, as well as on stairs and uneven terrains/ramps; sufficient freedom of movement to be able to participate in all classroom and clinical activities; and the ability to lift and carry heavy objects. Required movements may include pushing, pulling, standing, sitting for long periods of time with and without back support, twisting, kneeling, stooping, and bending. The candidate must be able to use motor skills to accurately assess changes in muscle tone, tissue and skin temperature, joint

position, chest sounds and peripheral pulses, joint play, and other examination tests. The candidate must also be able to: effectively apply compression, traction, resistance, and percussion; and demonstrate sufficient fine motor skills to be able to manipulate small objects and write legibly. The candidate must be able to respond to bells and alarms related to emergencies. At all times the ability to administer care to patients in a safe manner is paramount.

Intellectual-Conceptual, Integrative and Quantitative Abilities

To effectively solve problems, the candidate must be able to: measure, calculate, reason, analyze, comprehend, integrate, and synthesize information from the clinical, natural, and social sciences in a timely fashion. For example, the candidate must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical examination, and laboratory data. The candidate must be able to: provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and medical literature in formulating treatment plans is essential. In addition, the candidate must be able to comprehend three-dimensional relationships and to understand spatial relationships of structures. The candidate must have the ability to use computers for searching, recording, storing, and retrieving information. The candidate must be able to understand theory, research literature, and principles that apply to physical therapy practice, and analyze and solve complex patient problems. The candidate must be able to utilize knowledge of natural, clinical, and social sciences to develop appropriate interventions in a clinical setting. The ability to use critical analysis to understand theory, research literature, and principles that apply to physical therapy practice and to apply inductive and deductive clinical reasoning to solve complex patient problems is necessary. The candidate must be able to effectively engage in self-assessment of performance, as well as provide objective and constructive assessments of peers and faculty. The candidate must be able to identify significant findings based upon history and physical examination and interpret laboratory and diagnostic imaging data. The candidate must utilize sufficient judgment to ensure safe encounters with peers and patients and to effectively delegate to support personnel.

Behavioral and Social/Emotional Attributes

The candidate must be: dependable, punctual, ethical, and reliable; maintain professional demeanor in all situations; recognize stressors and be able to seek assistance as needed. Candidates must possess the emotional health required for full utilization of their intellectual abilities. They must: exercise good judgment, promptly complete all responsibilities attendant to the care of patients, and develop mature, sensitive, and effective relationships with patients. The candidate must also demonstrate a commitment to learning by seeking new knowledge and understanding, formulating their own thoughts and ideas, and taking ownership of their educational advancement. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to: adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in clinical practice. They must be able to measure, calculate, reason, analyze and synthesize information effectively in the limited time demanded by a given clinical setting, while under stress, and in an environment in which other distractions may be present. The candidate must be able to abide by the APTA Code of Ethics, the Standards of Physical Therapy Practice, and the Core Values, which can be found on the American Physical Therapy Association website at www.apta.org. Candidates must also be able to establish professional and empathetic relationships with individuals across the lifespan and from various cultures. Candidates must demonstrate integrity and honesty in the academic and clinical environment, as well as be able to

engage in respectful interactions with individuals from various lifestyles, cultures, races, socioeconomic classes, and abilities. They must be able to develop and maintain respectful working relationships with peers, faculty, professional colleagues, patients, family members, and the general public, and to recognize the psychosocial impact of movement dysfunction and disability on clients and families. The candidate must be able to accept constructive feedback and respond with suitable action.

Specifically, candidates must be able to:

- Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities.
- Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat patients.
- Read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
- Complete readings, assignments, and other activities outside of class hours.
- Apply critical thinking processes to their work in the classroom and the clinic.
- Exercise sound judgment in class and in the clinic.
- Participate in clinical experiences, which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
- Gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary (classmate, aide, etc).
- Perform treatment activities in class or in the clinical setting by direct performance.
- Sit for two to 10 hours at a time, stand for at least one to two hours at a time, and walk or travel for at least two hours at a time.
- Frequently lift weights less than 10 pounds and occasionally lift weights between 10 and 100 pounds.
- Occasionally carry up to 25 pounds while walking up to 50 feet.
- Frequently exert 75 pounds of push/pull forces up to 50 feet and occasionally exert 150 pounds of push/pull forces for this distance.
- Frequently twist, bend and stoop.
- Occasionally squat, crawl, reach above shoulder level, and kneel.
- Frequently move from place to place and position to position at a speed that permits safe handling of classmates and patients.
- Frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
- Occasionally climb stairs and negotiate uneven terrain.
- Frequently use hands repetitively with a simple grasp and frequently with a firm grasp.
- Frequently perform tasks requiring manual dexterity skills.
- Frequently coordinate activities with gross motor and communication skills.

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 for a determination of whether or not accommodations for the limitation can be identified.
- Provide current course instructors with a copy of the Student Access Center documentation that describes any identified accommodations that might be relevant to their respective courses.
- Each instructor then will communicate with the Program Director if the accommodations can be reasonably handled within the context of their course. The Program Director, in turn, will evaluate the recommendations of the current course instructors and decide whether or not future course instructors might also need to evaluate the reasonableness of the accommodations for their upcoming courses. Based on this comprehensive collection of faculty input, the Program Director then will decide whether or not it is reasonable for the student to continue progressing in the program with the accommodations in place.

Students who have been approved to receive accommodations must request accommodations from each course coordinator each semester. 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. The faculty is committed to educating students in practices that minimize these risks. Each student is required to participate in, and pass, PTH 501: Foundations of Physical Therapy in the fall of their first year. OSHA bloodborne pathogens, airborne pathogens, contact and droplet precautions and universal precautions are covered in this course.

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

Prior to the start of each semester, students in the program are asked to show proof of compliance with immunization, criminal background check, HIPPA training, CPR BLS training, and related health and safety requirements. Compliance is demonstrated through submission of documentation at <https://une.medicatconnect.com/>. The deadline for demonstrating compliance typically is set for 2 weeks before the beginning of each didactic semester. Deadlines may vary for clinical semesters. Students are responsible for ensuring that all of their documentation is up to date and can be produced upon request. Students who are not in compliance with any requirement after the posted deadline will be notified and required to rectify the issue immediately; failure to do so will result in the student being prohibited from attending UNE

classes, including clinical education experiences, until their non-compliance issue(s) have been resolved.

5. 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 HIPAA training by the end of the first week of the first fall semester and thereafter on an annual basis. Students may also be required to complete HIPAA training at various clinical sites throughout their clinical education experiences. The [UNE Student Handbook](#) also contains information on the required annual HIPAA training.

6. 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 or Red Cross prior to Integrated Clinical Experience during the second semester of PT school. This certification must be maintained 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.

7. Health Requirements

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

8. Background Checks and Drug Screening

Consistent with WCHP Criminal Background Check policy ([Appendix 2](#)), all students are required to have a criminal background check prior to beginning the program. Further information regarding this requirement will come from the Program Director.

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

by the clinical site. Students are informed of any additional tests, screens, or training as they have been communicated by the clinical site to UNE.

Students should be aware that information obtained 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.

9. Education Management Platform Exxat

EXXAT software is utilized by the department for all aspects of the educational experience. There is a \$35 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, including their work associated with Self-reflective Learning Project in PTH 711 Comprehensive Exam 2. Students make appointments to meet with an advisor by reaching out directly to the advisor. The faculty advisor will maintain a record for each advisee that includes notes of student meetings, progress, and other issues. A list of faculty advisors follows:

I. Department Faculty

<u>Name</u>	<u>Proctor Hall</u>	<u>Phone ext</u>	<u>Email Address</u>
Jenny Audette	Room 214a	ext. 4591	jaudette2@une.edu
Amanda Benner	Room 203	ext. 4593	abenner@une.edu
Jim Cavanaugh	Room 208	ext. 4595	jcavanaugh@une.edu
Betsy Cyr	Room 210	ext. 4586	ecyr3@une.edu
Erin Hartigan	Room 211	ext. 4443	ehartigan@une.edu

Mike Lawrence	Room 215	ext. 4274	mlawrence3@une.edu
Marissa Lyon	Room 207	ext. 4573	mlyon1@une.edu
J. Adrienne McAuley	Room 209	ext. 4387	jmcauley@une.edu
Sally McCormack Tutt	Room 306	ext. 4578	smccormack@une.edu
Tara Paradie	Room 203	ext. 4572	tparadie@une.edu
Dana Tischler	Room 204	ext. 4594	dtischler@une.edu
Katherine Rudolph	Room 206	ext. 4113	krudolph@une.edu
Matthew Somma	Room 212	ext. 4592	msomma@une.edu
Scott Stackhouse	Room 205	ext. 4581	sstackhouse@une.edu

J. Student Development Committee (SDC)

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

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) and facilitates a vote of the core faculty approving that students' progress in the program. 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.

1. Probationary Status

As a consequence of more substantial academic performance or professional conduct issues, the PD 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 conduct standards. Similar to students with minor issues, students on probation develop and implement an action plan. However, because probationary status represents a more serious situation, students on probation are strongly encouraged to limit their UNE activities to those that address the underlying academic or professional conduct issues. 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.

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 and student progression is approved by vote of the core faculty.

Conditions and an expected time frame for returning to Good Academic Standing from Probation are described in a letter from the PD. Students who violate the terms of their probation (e.g., failing to avoid additional academic performance or conduct issues; failing to complete a mandatory remediation plan) will be dismissed from the program.

K. 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 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

All final course grades will be rounded to the nearest integer. The following procedures will apply: if the first number after decimal is less than 5, the whole number will not change; if the first number after the decimal is five or greater, the whole number will be rounded to next higher digit. For example, an 89.49 will be rounded to 89 and an 89.50 will be rounded to 90.

The following grade scale represents this rounding schema:

93.5 – 100	A
89.5 – 93.49	A-
86.5 – 89.49	B+
83.5 – 86.49	B
79.5 – 83.49	B-
76.5 – 79.49	C+
73.5 – 76.49	C
69.5 – 73.49	C-
66.5 – 69.49	D
63.5 – 66.49	F
< 63.5	

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 \leq 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 (i.e., final course grade \leq 80% (B-) or a "Fail" grade in a Pass/Fail clinical course) 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 \leq 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), whether required or elective, 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 meet 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 ≥ 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 ≥ 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.

L. Academic Remediation

Academic remediation opportunities offered by the department provide additional time and faculty input to students with deficient knowledge or skills. Two types of academic remediation opportunities are available on a limited basis:

1. Course Remediation

Opportunities to remediate sub-standard academic performance in a course depends on whether the course is didactic or clinical. Clinical courses are defined as one of the three required full-time clinical experiences. Didactic courses are defined as any on-campus or online required course that is not already defined as a clinical course. Students are permitted a maximum of two course remediation opportunities (i.e., two didactic courses, or two clinical courses, or a combination of one didactic and one clinical course) during the program.

Students who successfully complete a course remediation opportunity will be allowed to progress in the program without interruption. Students who are unsuccessful in their remediation attempt will be required to retake and pass the course to continue progressing in the program. Students who have used their allotment of two course remediation opportunities must retake any future course in which the final course grade is less than B- or they have a WF, in order to continue in the program.

a. Didactic Course Remediation:

Students whose academic performance at any point during a didactic course fall below the 80% (B-) passing standard may be offered one of two types of remediation at the discretion of the course coordinator.

- **Within-course remediation:** The course coordinator requires students to remediate their performance after an individual exam (or assessment). If a student remediates more than half of the exams in the course, they will have used one of their allowed Didactic Course Remediations.
- **End-of-course remediation:** The course coordinator offers students an opportunity to remediate after completing all graded activities in a course. Only students whose course average is 77-79% (C+) are eligible to participate.

Students participating in an end-of-course remediation may be charged a fee through the department to cover the cost of faculty time. If it is not possible for the course coordinator to provide the remediation, then a faculty member with expertise in the content area will be identified by the Program Director.

Once a student has been notified by the course coordinator of their eligibility, they must confirm their intent to participate within one business day. Within two business days after student confirmation of their intent to participate, the remediation coordinator will inform the student of the specific content areas needing remediation. The coordinator also will communicate the format of the assessment at the end of the remediation (e.g., written exam, oral exam, etc.). The determination of a successful remediation is the responsibility of the remediation coordinator.

b. Clinical Course Remediation

Students whose performance during one of the three full-time clinical practica falls below expected levels may be offered an opportunity to remediate the course at the discretion of the Director or Assistant Director of Clinical Education. Details regarding clinical course remediation policies and procedures can be found in the Clinical Education Handbook. Remediation of a clinical course counts toward the allotment of two allowed course remediation opportunities in the Program.

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 so egregious that if they were working with a patient, the error would put the patient in imminent danger of bodily injury or other serious health risk (“safety fail”)

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 “safety fails” 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, safe skill(s) performance on the section(s) of the Skills Check will receive a 0% on that section, skills check, or practical and will be required to complete an course remediation for didactic courses as described above.

J. 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 [UNE Student Handbook](#) and the professional conduct code described in the American Physical Therapy Association’s (APTA) [Guide for Professional Conduct](#) and the APTA’s [Code of Ethics](#).

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](#)).

K. 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 student who withdraws from any class offered by the Department of Physical Therapy before the course is 2/3 completed shall have a grade of "W" (Withdrawn) entered as the course grade. If the course withdrawal is after the course is 2/3 complete, a grade of "WP" (Withdrawn Passing) or "WF" (Withdrawn Failing) will be entered as the course grade, based on the student's prorated grade at that point in the semester as determined by the course coordinator/instructor. W and WP grades are not computed as part of the semester or cumulative grade point average. WF grades are computed in semester and cumulative grade point averages as a Failing grade (F). 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).

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 HIPPA certification

- 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.

L. Elective Courses and Independent Study Courses

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

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.

M. 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. 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 organized by the program. If a student is unable to attend this course, the student should inform the program director as soon as possible.

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 Program, they should be forthright and scrupulous in how they represent their role and how the project is or is not connected to the Program. In cases where Program involvement is/might be presumed, space is being used, or support is being requested, students should seek written approval by the appropriate faculty or the Program Director prior to undertaking such activities.

N. 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.

O. 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.

P. Deadlines

Students are expected to meet all deadlines pertaining to various operations of the DPT program, as communicated to them by course coordinators or instructors, clinical education faculty and staff, PT administrative staff, or the Program Director. When extenuating circumstances prevent the on-time submission of required course assignments, clinical education paperwork, meetings, or other information, students are expected to immediately contact the person who established the deadline with a plan for rectifying the situation. Students who miss course-related deadlines should consult the course syllabus for a description of grade-related consequences. A pattern of missed deadlines, regardless of when or in what circumstances they occur, may be considered a professional conduct violation.

Q. 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.

R. 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:

Windows:

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

Mac

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

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

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 Exemplify application on any laptop that will be used during an exam. The Exemplify download is available after logging into ExamSoft at <https://ei.examssoft.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 food/beverage, mobile phones, watches, calculators, or any other devices/materials which are not explicitly authorized. Phones must be turned off or placed in silent mode and left with belongings. The room clock or proctor's watch is the basis for timing the exam. While students may utilize the exam timing feature in Exemplify to assist with timekeeping, the room clock or proctor's watch is the official exam timer. The Exemplify exam timer may be incorrect due to a delayed exam start, computer reboots or other factors. Students must complete and submit their examination when instructed by a proctor. Students should place all belongings at the designated area and take their seat. The student should be seated with the laptop on and Exemplify opened so that he/she is ready to enter the exam password immediately at the start of the exam. Students arriving late and/or not having Exemplify open and ready at the start of the exam will not be granted additional time to complete the exam. 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 Examplify, 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.

S. 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
- Caktus 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 in the syllabus. 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.

T. 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. Students who complete the CourseEval when requested will have immediate access to their transcript and course grades. A "transcript hold" will be placed on student transcripts for students who do not complete course and faculty evaluations.

In addition, 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 are conducted to obtain additional feedback throughout and at the conclusion of the program.

U. Equipment and Use of the Skills Laboratories

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

Students should notify the Department administrative staff if their ID card is not properly programmed to provide entry into the identified skills laboratories.

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

- 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 are not to use any equipment that has not yet been presented in a physical therapy class. Practice is only allowed with other physical therapy students who have also been trained in the use of the respective equipment. Likewise, students may only practice examination and intervention procedures that have been presented and practiced in a physical therapy class. Practice is only allowed with other physical therapy students who have also been trained in the use of the examination or intervention procedures. Students engaging in unsafe or unprofessional behavior may lose their unsupervised

access privileges to the laboratories. Students may also be held responsible for damage to equipment and supplies if the damage is related to inappropriate use.

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

V. 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 3](#)). 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.

W. 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.

X. Student Files and Personal Identifiable Information

It is the policy of the Department faculty and staff to insure the confidentiality of student records and personal identifiable information. 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. All faculty and staff are responsible for ensuring that all files on student advisees and other confidential materials are stored in secure electronic and/or hard copy files congruent with University and federal/state policies, e.g., the Family Educational Rights and Privacy Act (FERPA). To further protect the confidentiality of files housed in the Department, the main office will be locked when no one is present.

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

Y. 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 staff only; Student facilities are located in Blewett Hall (lower level, lounge area).

Z. 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](#).

AA. 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.

BB. 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. In some states the processes are more closely linked.

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.

The UNE PT Program will create your FSBPT profile and provide you with log-in information. 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. We will not validate graduation any earlier than that. You submit all required components for NPTE registration. You take the exam. 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/the form should be sent to the Administrative Assistant in the PT Department who will get it taken care of for you, send it to the state, and provide you with a copy. You can also 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 their individual (state-specific) requirements and requirements for the 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.

1. 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 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. Verification will not be completed for states in which this is not allowed.

<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.

1. Offices

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

2. 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.

3. 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](#)

IV. APPENDICES

A. Appendix 1 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.

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

B. Appendix 2 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 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:

1. 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.