

UNIVERSITY OF EVANSVILLE

DOCTOR OF PHYSICAL THERAPY STUDENT HANDBOOK

2025-2026

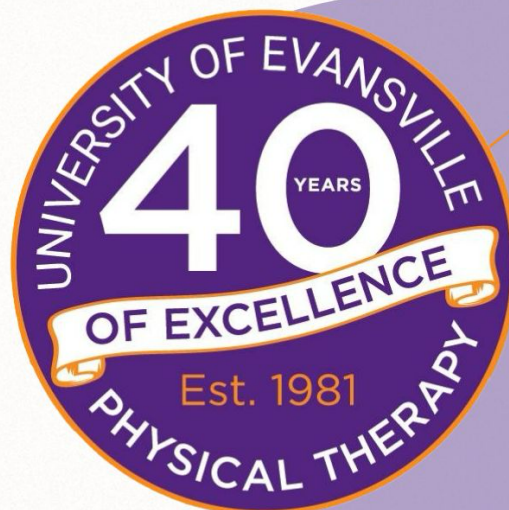


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Dear Students,

Please read this handbook carefully and become familiar with its contents. If you have questions about the information presented, you should direct them to your faculty advisor or the Department Chair.

You are responsible for keeping this book at hand for reference. Additions or updates will be provided at the start of each academic year.

Best wishes for a productive and successful year!

CONTACT INFORMATION

University of Evansville Department of Physical Therapy
College of Education and Health Sciences
Stone Family Center for Health Sciences
515 Bob Jones Way
Evansville, IN 47708
812/488-2341 (Administrative Assistant)
812/488-1209 (Operations Administrator)

PERMISSION FOR DISCLOSURE

I have thoroughly read and understand the Physical Therapy Student Handbook contents.

Signature

Date

I give my permission to University of Evansville personnel to disclose personal information needed for references, clinical affiliations, honors, awards, financial aid, continuing education, transferring to another school, employment, and licensure.

Signature

Date

I grant permission to the University of Evansville's Department of Physical Therapy to videotape, audiotape, or photograph me and use these materials for recruitment or educational purposes.

Signature

Date

I grant the University of Evansville's physical therapy faculty permission to use academic materials I have produced (examinations, papers, projects) for faculty evaluations, including promotion and tenure and accreditation activities, and assist other students in their academic pursuits. I understand that my name will either be removed or proper attribution will be given for any material used.

Signature

Date

I consent to participate in laboratory sessions with my classmates as both a patient-simulator and a student PT. These laboratory activities may include but are not limited to examination, manual palpation, massage, visual inspection, mobilization, manual therapy/manipulation, therapeutic exercises, and application of physical agents. I agree to dress suitably for laboratory experiences. As a patient simulator, I understand that I have the right always to be treated with respect. The student PT will protect my modesty by utilizing appropriate draping procedures. I also agree to behave with respect toward my fellow students when acting in the role of student PT. I agree to be responsible for reporting any actual or perceived medical conditions to the laboratory instructor that may interfere with my ability to participate in a laboratory experience as either the patient-simulator or the student PT.

Signature

Date

DATES TO REMEMBER 2025-2026

Date	Event
First Week of Fall Classes	1st Year DPT Students- Submit a copy of: TB test results, physical form, health insurance card, immunization record, criminal background check, and CPR Certification to Exxat
August 22, 2025	White Coat Ceremony – 1 st Year Cohort
September 1, 2025	Permission for Disclosure Due – 2 nd and 3 rd years
October 2025	AceCare Skelefun Run
October 2025	Health Careers Job Fair
April 1, 2026	Complete “Intent to Graduate” form – 2 nd Year Cohort
May 4 – May 8, 2026	Week of Commencement – 3 rd Year Cohort meet with advisor for final meeting.
May 8, 2026	Hooding and Pinning Ceremony, Eykamp Hall, 4PM

INTRODUCTION

This handbook is designed to provide a framework for the faculty and students to function as a community. Members of any community with common objectives must have policies and procedures that ensure that the rights and responsibilities of all are explicit and protected. These policies are not intended to be restrictive. They are an instrument for ensuring that the program's operation will be consistent with its obligations as a professional program. All policies are in effect for the 2025-2026 academic year. Changes may be made in subsequent years. Students may access the handbook on the following page of the department's website:

<http://www.evansville.edu/majors/physicaltherapy/downloads/dpt/dptHandbook.pdf>

THE UNIVERSITY OF EVANSVILLE MISSION, CORE VALUES, AND VISION STATEMENT

Mission Statement

To empower each student to think critically, act bravely, serve responsibly, and live meaningfully in a changing world.

Core Values

1. Integrity

We promote academic and personal integrity to establish a culture of trust. Academic integrity begins with all students pledging to abide by our honor code and extends to faculty, staff, and administration adhering to our code of conduct. It culminates in an expectation of professionalism, transparency, and respect in all interactions. Personal integrity includes practicing informed, ethical decision-making and respecting ideas, rights, boundaries, and beliefs. Each member of our community is accountable and prepared to act as a responsible citizen of the world.

2. Innovation

We recognize the value of interdisciplinary teamwork, creative problem solving, global immersion, and learning experiences at home and abroad. We recognize the importance of learning from failure. We have the freedom, flexibility, and motivation to create experiences that help our students think critically and act bravely. Each member of our community is challenged to discover novel solutions to modern problems and to become a catalyst for progress.

3. Intellectual Curiosity

We strive to develop lifelong learners. We introduce students to various ideas that sharpen existing interests and awaken latent ones. We challenge students to stretch their minds while supporting them with solid faculty engagement. Research, experiential learning, and

community outreach foster intellectual curiosity while exposure to new ideas and technologies broadens our students' view of the world and what might be possible.

4. Inclusive Community

We value openness and collaboration and recognize that inclusion leads to personal growth. Our commitment to actively fostering diverse cultures and perspectives reflects the characteristics required to thrive in an increasingly global society. The university demonstrates and benefits from inclusion by welcoming all.

5. Education for the Whole Person

We cultivate intellectual, moral, social, physical, emotional, and spiritual wellness through engagement and discovery. We value the liberal arts, sciences, and professional programs as paths to intellectual and personal growth, and we encourage the integration of knowledge across disciplinary lines. We promote engagement in organizations, programs, and the community as essential to personal development. We equip individuals to examine their world, articulate their values, and develop the character needed to live healthy lives of meaning and purpose.

Vision Statement

The University of Evansville – a leading private university in the Midwest – is recognized nationally for developing students' personal and professional competencies, cultivating critical and creative thinkers, and producing ethical, global citizens equipped to thrive in a world of complexity and change. We attract and retain talented and motivated students who succeed within a diverse, supportive, and sustainable environment.

COLLEGE OF EDUCATION AND HEALTH SCIENCES MISSION AND VISION STATEMENT

Mission

Prepare students to be critical thinkers, lifelong learners, advocates for those they serve, and committed to social and civic responsibility.

Strategies to Accomplish Mission

To accomplish this mission, the College of Education and Health Sciences seeks to promote student intellectual, personal, social, and career development through a supportive and challenging academic environment that encourages critical thinking, ethical behavior, and analyzing and independently solving problems. As a college, we will continue our tradition of excellence in preparing competent and caring service-oriented professionals.

Vision Statement

To accomplish this mission, the College of Education and Health Sciences seeks to promote student intellectual, personal, social and career development through a supportive and challenging academic environment that encourages critical thinking, ethical behavior, and the ability to analyze and independently solve problems. As a college, we will continue our tradition of excellence in preparing competent and caring service-oriented professional.

DEFINITION OF PHYSICAL THERAPY

Physical Therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in restoring, maintaining, and promoting optimal physical function. (*Guide to Physical Therapist Practice, 3.0*)

Physical Therapists:

1. Diagnose and manage movement dysfunction and enhance physical and functional abilities
2. Restore, maintain, and promote not only physical function but optimal fitness and wellness and optimal quality of life as they relate to movement and health
3. Prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries
4. Consult, educate, engage in critical inquiry, and provide administrative services
5. Direct and supervise the physical therapy service, including support personnel
6. Interact and practice in collaboration with a variety of professionals

Adapted from the Guide to Physical Therapist Practice, 3.0. In addition, see APTA's Minimum Required Skills of Physical Therapist Graduates at Entry-Level by clicking on the link under related links:

<https://www.evansville.edu/majors/physicaltherapy/>

MISSION OF THE PHYSICAL THERAPY PROGRAM

The University of Evansville's Doctor of Physical Therapy Program's mission is to develop licensed movement system experts who positively impact the communities in which they live, work, and serve.

PROGRAM VISION STATEMENT

The University of Evansville's Doctor of Physical Therapy vision is to be the leader in developing physical therapists who advance the profession through utilizing and creating the best available evidence, are life-long learners who are well-rounded

and diverse, are positive agents for change, live out their purpose, and positively impact the society.

PHILOSOPHY OF THE PHYSICAL THERAPY PROGRAM

The curriculum promotes the values of the University and the core values of the American Physical Therapy Association. The program provides an individualized path to excellence through contemporary didactic and clinical practice experiences. These experiences expose students to the diverse nature of health care. To prepare graduates to be leading movement system experts committed to lifelong learning, the curriculum stresses the importance of making practice decisions based on current best evidence. Physical therapy faculty members guide the educational process, emphasizing a student-centered learning approach to enhance student success and develop positive change agents. Faculty members are committed to excellence in teaching, service, and scholarly activities that contribute to the rehabilitation science community and knowledge base.

EDUCATION

Undergraduate education, didactic professional education, and clinical education are the three critical components that prepare students to engage in the contemporary practice of physical therapy. The experiences inherent in these three elements are mutually supportive, with each component enriching and reinforcing the others. In accordance with the University's mission, the professional phase of physical therapy education seeks to assist students in realizing their full potential. The profession's core values are presented in the first course within the professional phase. These values are reinforced and nurtured throughout the curriculum through didactic, clinical, and service-learning experiences.

The professional curriculum includes both didactic and clinical components. The didactic feature (including classroom, laboratory, and self-directed activities) ensures that students have the necessary knowledge base to care for patients/clients competently and compassionately. Skills acquired during the completion of prerequisites are reinforced and further developed, including self-directed learning, critical thinking, and reflective inquiry.

Clinical education experiences allow students to apply and refine acquired didactic knowledge, psychomotor skills, and professional behaviors to assess and treat patients/clients in a supervised environment. Exposure to diverse patient populations and settings allows students to assimilate concepts related to human anatomy, physiology, behavior, perceptions, and culture. The value of clinical education in facilitating the process of professional maturation, skills refinement, and critical thinking is beyond measure. Clinical courses allow students

opportunities and experiences that cannot be replicated in the classroom.

A key focus of all elements within professional education is the interaction among students, between students and faculty, and among students, faculty, and the external community. For interaction to be an effective educational tool, foundational communication skills must be in place. Undergraduate coursework prepares students to optimally engage in and benefit from the interactive and collaborative experiences available during the professional phase of physical therapy education. Faculty members partner with students to achieve the goals of individual students, the program, and the profession.

FACULTY RESPONSIBILITIES

Faculty members recognize their responsibilities as role models of competent educators, scholars, clinicians, and servants to the profession and their communities. They strive to provide an effective classroom learning environment and share the responsibility for nurturing this environment with students.

The faculty is responsible for designing, implementing, and assessing a curriculum that uniquely combines the science and art of physical therapy. The curriculum is based on the *Normative Model of Physical Therapist Education*, *The Guide to Physical Therapist Practice*, and the current *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* of the American Physical Therapy Association.

Faculty members strive to present information supported by currently available evidence to provide students with the tools to evaluate new and existing ideas. It is the faculty's responsibility to guide students in the process of self-evaluation and to promote their development as reflective practitioners and lifelong learners.

Faculty members are responsible for improving their practice and teaching skills through continuing education, advanced certifications, professional development, scholarly activity, and clinical practice.

The faculty will demonstrate the Core Values of the American Physical Therapy Association in the following ways:

Accountability:

- Remain current in assigned areas of teaching.
- Provide students with the most recent scientific evidence to support the practice of physical therapy.
- Encourage the intellectual, ethical, and professional growth of students.
- Be physically available to students during an adequate number of posted office hours.

- Be familiar with policies that affect students.
- Provide verbal or written comments and evaluation of student work promptly.
- Provide students with a complete syllabus that outlines all objectives, grading practices, and requirements for assignments.
- Participate in professional organizations such as the American Physical Therapy Association

Altruism:

- Provide pro bono services to patients when given the opportunity.
- Within reason, provide letters of recommendation for students.

Compassion and Caring:

- Refer students to appropriate University and community services when needed.
- Be respectful during all interactions with students and colleagues.

Excellence:

- Challenge mediocrity in themselves, in the students, and in the profession.
- Seek and follow current best practices in teaching and professional practice.
- Engage in professional and scholarly activity at a level expected by the University, the department, and external accrediting agencies.

Integrity:

- Provide impartial evaluation of student academic and clinical performance regardless of gender, race, religion, sexual orientation, and national origin.
- Fully participate in faculty duties as advisors, colleagues, and department and University committee members.

Professional Duty:

- Serve physical therapy profession at district, state, and/or national levels.
- Maintain a high level of service to students and clients.
- Participate in self-regulation of the professions of teaching and physical therapy.

Social Responsibility:

- Seek opportunities to influence the health of our society positively.

Community Service

- Participate in activities to benefit the communities within which we live.

STUDENT RESPONSIBILITIES

To be successful in the professional program and develop entry-level skills, students will be guided to take responsibility for their education. Student

responsibilities include but are not limited to the following:

Accountability:

- Seek and respond positively to feedback from multiple sources.
- Acknowledge and accept the consequences of one's actions.
- Communicate honestly with peers, patients/clients, clinicians, and academic faculty.
- Perform self-assessments and identify resources available within the University to assist one's progression through the professional program.
- Participate in professional organizations such as the American Physical Therapy Association (APTA).

Altruism:

- Seek ways to place the needs of the class or group above one's own needs.
- Work together with classmates and other students in the PT program for the common good of the program.
- Mentor fellow students to fully realize their potential.

Compassion/Caring:

- Communicate effectively verbally and non-verbally with other students, faculty, clinicians, patients/clients, and others, considering individual differences.
- Be an advocate for the needs of classmates, patients, and clients.
- Demonstrate respect for classmates, faculty, clinicians, patients, and clients and consider each person as unique and valuable.
- Recognize and refrain from acting on cultural, social, gender, and sexual biases.
- Respect the rights and needs of all individuals.

Excellence:

- Internalize the importance of using multiple sources of evidence to support professional decisions and practice.
- Pursue a tolerance for ambiguity.
- Engage in the pursuit of new knowledge.
- Strive to acquire the highest knowledge and skill in academic and clinical courses.
- Value clinical courses as an opportunity to develop professional skills and knowledge.

Integrity:

- Be trustworthy.
- Abide by the departmental and University of Evansville Honor Code.

- Recognize limits of expertise when dealing with clinicians, faculty, patients, and clients.
- Adhere to the highest standards of practice.
- Abide by the APTA Code of Ethics.

Professional Duty:

- Preserve the safety, security, and confidentiality of patients, clients, and colleagues in all professional contexts.
- Strive to promote the profession of physical therapy.
- Take pride in the work of physical therapy, the physical therapy program at this institution, and the University of Evansville.
- Encourage every patient/client to achieve function, health, and wellness goals to the best of their ability.
- Maintain a professional development portfolio throughout one's time in the program.

Social Responsibility:

- Promote cultural competence within the class, clinical affiliations, and the University community.
- Participate in community activities.
- Participate in political activism.
- Advocate for the health and wellness needs of society.

GOALS OF THE PHYSICAL THERAPY PROGRAM

1. Provide an accredited educational program in physical therapy that enables all students to become licensed practitioners.
Objective: One hundred percent of graduates will pass the licensure exam within three years of graduation.
2. Function as an essential constituent of the University.
Objective: One hundred percent of the physical therapy faculty at any given time will participate in University functions, which include advising, committees, governance, recruitment, scholarly activity, and/or other services.
3. Provide an educational environment that promotes learning, a spirit of inquiry, and cultural sensitivity.
Objective: Physical therapy exit survey results will indicate an average of 90% student agreement that criteria related to these concepts (learning, a spirit of inquiry, and cultural sensitivity) are met.
4. Promote continuous professional development and scholarly activity to students and faculty. Objectives: One hundred percent of faculty members

will be engaged in scholarly activity. One hundred percent of faculty members will document professional development activities linked to program needs on their annual or triennial evaluation. One hundred percent of students will receive the necessary content related to professional development and scholarly work.

5. Encourage active participation of faculty in consultation and clinical practice.
Objective: Eighty percent of faculty will report consistent involvement in consultation and/or clinical practice as reported on the annual (triennial) evaluation.
6. Encourage professional excellence through the active participation of students and faculty in community service.
Objectives: One hundred percent of students will participate annually in community service as indicated on their university activity transcript, professional portfolio, or other documents. One hundred percent of core faculty members will report consistent participation in community service on their annual or triennial evaluations.

EXPECTED STUDENT OUTCOMES AT PROGRAM COMPLETION

Graduates of the program will be professionals who:

- are competent entry-level practitioners.
- practice self-assessment.
- apply principles of evidence-based practice.
- practice in an ethical manner.
- practice in a culturally competent way.
- are committed to lifelong learning.
- participate in professional organizations.
- participate in community service.
- are advocates for their patients.
- are advocates for their profession.

ACCESS TO INFORMATION

Policy: Accreditation status, admission criteria, acceptance rates, matriculation rates, graduation rates, licensing board pass rates, employment opportunities, and average starting salaries are available to all interested parties.

Procedure: Accreditation status, admission criteria, licensing board pass rates, and employment statistics with average starting salaries are available on the department's website for the DPT Program (<http://www.pt.evansville.edu>).

Accreditation status, the pass rate on the licensure exam, and employment

statistics are also available in the DPT admission brochure. Acceptance rates, matriculation rates, graduation rates, and employment rates for the DPT program are also available from the Department Chair upon request.

ACCREDITATION

Policy: The University of Evansville is accredited by the Higher Learning Commission and by the University Senate of the United Methodist Church. The Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

ADMINISTRATIVE ASSISTANT

Policy: The administrative assistant's desk is at Stone Family Center Area 3020. The administrative assistant's telephone number is 812-488-2341. When faculty cannot be reached directly, the student may ask the administrative assistant to communicate a written message to a faculty member via the faculty member's mailbox.

ADVISING

Policy: Physical Therapy faculty members provide academic advising to all students in the DPT program. Academic Advisors guide and assist the students with career and professional development.

Procedure: Upon admission to the program, each student will be assigned an academic advisor to meet the educational program's objectives and guide the student's professional development. To meet these objectives effectively, all concerned should clearly understand the following academic advising program and progression policies.

The advisor for each student will:

1. Maintain a program and developmental record for each student, which may include:
 - a. courses taken, grades, and GPA
 - b. curriculum prototype showing graduation requirements
 - c. student professional development planning materials
 - d. documentation related to professional behavior
2. Allow student access to the student's departmental record under the advisor's supervision.

3. Assist the student twice-yearly with course registration and evaluation of progress in the program to plan for future course work. The advisor is available if assistance with registration is needed. Faculty office hours are posted for meeting times if the student requests a meeting regarding registration.
4. Confer with the student as necessary to guide and assist the student's professional growth. Professional development materials will be updated each year, outlining the student's professional development goals.
5. Assist the student in setting professional development goals based on their core values, self-assessment, and other appropriate sources that relate to all aspects of their academic experience regularly.

The student will:

1. Actively participate in professional development planning with careful consideration of entry-level practice expectations and development as a person.
2. Confer with the advisor before dropping or withdrawing from a course, adding a course, altering the course sequence, or withdrawing from the DPT program.
3. Engage in ongoing self-evaluation of progress toward professional goals.
4. Confer with the advisor as necessary and as desired.
5. Provide the advisor with current contact information. Each student should update the student's mailing address, telephone number, and email address annually or as changes occur.
6. Arrange and keep appointments with the advisor.
7. Attend all advising sessions as scheduled with the advisor. It is the student's responsibility to know the dates and locations of these sessions.
8. Be sure to complete the registrar graduation process requirements found on the registrar's web page 1 year before graduation.

Advising Timeline

During the fall semester, usually associated with registration, the student will provide the advisor with two or three goals to be accomplished during the year and will meet with the advisor to review the goals, the student's perception of the importance of the goal, and a plan to achieve the goal. Goals should not be about specific requirements that are already required for graduation (e.g., goals regarding passing a class or completing a course requirement should not be part of the

professional development goals).

In the spring semester, usually associated with registration, the student will provide the advisor with a written assessment of the student's progress on the goals. At this meeting, the student may amend the professional development goals to include working on feedback from courses and practical exams while keeping the upcoming summer semester in mind, if a first or second year. The student will also provide evidence of completion of the APTA membership requirements. For 3rd year students, the spring meeting will provide closure to the advising/mentoring process.

The advisor will maintain these documents in the student's advising folder, and the entire Professional Development Portfolio will be available for review during these advising sessions. A summary of required advising meetings for Professional Development Portfolio development can be found in the **Advising Table**.

Advising Table

Participants	Time Period	Assignments
1 st Year	Fall	Review Core Values Self-Assessment, Goals for Academic Year, and APTA membership requirements
	Spring	Review progress on goals, review goals for upcoming summer semester (summer year 2), discuss elective courses and APTA membership requirements
2 nd Year	Fall	Review progress on goals, discuss summer semester and CPI, review Core Values Self-Assessment, Goals for Academic Year, and APTA membership requirements
	Spring	Review progress on goals, review goals for upcoming summer semester (summer year 3), discuss elective courses, and APTA membership requirements
3 rd Year	Fall	Review progress on goals, discuss summer semester and CPI, review Core Values Self-Assessment, Goals for Final Year, and APTA membership requirements
	Spring	Review progress on goals, discuss spring semester and CPI, provide closure to the advising/mentoring process, discuss continued professional development activities, discuss importance of exit and outcome surveys, discuss responding to requests for information, and APTA membership requirements.

APPLICATION FOR LICENSURE/CERTIFICATION

Policy: The student is solely responsible for making an application for licensure to practice physical therapy.

Procedure: Before graduation, the student should contact the State Board of Physical Therapy or the appropriate licensing authority in the state where they plan to practice requesting an application for the professional licensure examination. A listing of individual State Board addresses and websites is accessible through the Federation of State Boards of Physical Therapy website at www.fsbpt.org. The student is solely responsible for obtaining his application and completing the necessary information. Most states make application forms accessible through their websites.

The student must advise the Physical Therapy Department Chair in writing of verification forms necessary to complete the requirements for individual states. If personal reference letters must accompany the licensure application, the student should request these in writing from specific faculty members. The physical therapy faculty and administrative assistant will not, under any circumstances, circulate applications to the necessary campus offices for completion.

The student is also asked to release his board exam scores back to the University and can authorize this when completing their application for licensure. If the student wishes to begin employment after graduation, but before the exam results are known, the student should request temporary licensure from the respective State Board if it is available. Temporary licensure is not granted by all State Boards. Once the exam has been taken, the student will be notified of his score directly by the State Licensing Agency. The program is not able to disseminate this information.

NOTE: A person who has been convicted of or pled guilty to or “nolo contender” to any offense, misdemeanor or felony in any state (except for minor violations of traffic laws resulting in fines) will be required to provide a full detailed explanation of the incident(s) to the licensing agency and may be unable to secure a license to practice physical therapy. A student who has any condition or impairment (including a history of alcohol or substance abuse) that currently interferes, or if left untreated may interfere, with your ability to practice in a competent and professional manner will have to provide a similar explanation and also may be denied a license. Individuals impacted by these situations should contact the State Board in the state in which they wish to practice to seek advice.

APTA Membership Programmatic Requirement

Policy: In order to maintain good standing within the DPT program, the student will maintain an APTA membership throughout the duration of the DPT program.

Procedure: The student will be assessed a programmatic fee of \$45 each semester of the fall and spring semesters to cover the cost of the membership. The DPT program will be responsible for submitting the appropriate paperwork to create and/or renew membership annually.

On May 1st of each calendar year, students will submit their completed application for membership, indicating first-time membership or renewal. The DPT program will then submit all student applications to the APTA for membership.

The student will be required to complete the following as part of their membership annually:

- Attend 2 District APTA Chapter meetings
- Attend 1 APTA event
- Examples include, but are not limited to:
 - IN APTA Fall Conference
 - National Advocacy Dinner
 - PT Day of Service
 - PT Day at the Statehouse
 - Indiana APTA Spring Meeting
- Write a minimum of 3 letters to legislators
- PAC Fundraiser
- Combined Sections Meeting
- Student Conclave Meeting

To demonstrate evidence of completing the required components of the APTA membership, students will include evidence of completion in their professional portfolio AND will upload evidence of completion of the events in their Exxat profile. The student will also discuss these events with their advisor in biannual advising meetings.

If these requirements are not met by the end of each calendar year, students will be given a professional breach. Refer to the professional breach policy in this handbook.

ATTENDANCE AT PROFESSIONAL MEETINGS

Policy: A student attending or presenting at state and national professional association meetings will be excused from class and clinical affiliations upon written request.

Procedure: The student will inform each academic and clinical faculty of the proposed attendance at a professional meeting one week in advance by providing a written request for an excused absence from the classroom or clinical activity. Attendance at professional conferences will be considered an excused absence from didactic courses with prior faculty notification. The faculty may request additional means for the student to demonstrate understanding of the missed course content. Absence from clinical courses will require the student to make up missed clinical hours at the convenience of the clinical faculty.

CAREER OPPORTUNITIES

Policy: Students will be made aware of all employment opportunities and assisted with their career planning as requested.

Procedure: Employment opportunities received by the department will be distributed via email to the final year DPT students. The Center for Career Development assists students with services and resources in preparing for entrance into the workforce. These include Handshake, an online career management tool for students, alumni, and employers, helpful tutorials, online career sites, and professional development information. Using Handshake, employers can query student résumés, advertise job openings, host virtual events, etc. All current students and alumni are encouraged to schedule individual appointments with the career center on topics such as résumé and cover letter writing, interview techniques, and job search strategies. DPT faculty routinely partner with the career center to provide engaging seminars on various career readiness topics. Each fall semester, the Center for Career Development offers the Health Careers Fair that brings prospective employers to campus, connecting students to professionals and career opportunities in various clinical settings. Details of the services and online Career Guide are available at <https://www.evansville.edu/careercenter>.

In addition, the physical therapy faculty will assist students by providing references and critiquing résumés upon request by the student.

The student may need letters of reference from faculty members for licensure, scholarships, and employment applications. Because of busy schedules, please provide faculty members with sufficient time to complete these requests.

CLASS/LAB ATTENDANCE POLICY

Policy: The program expects regular class attendance from all students, and all DPT students will follow these attendance guidelines. Professional students are considered sufficiently mature to accept personal responsibility for attendance and

accept the consequences of failure to attend. Lecture and laboratory attendance is required of professional students. Excused absence includes varsity athletics, non-routine medical care, family funerals, and medical emergencies. Unexcused absence include missing class or lab session for any other reason. Some class sessions may be scheduled outside regular class times to accommodate guest speakers and experiential learning activities.

Procedure:

Excused Absence

In the event of an excused absence, the student is responsible for contacting the academic or clinical faculty as soon as possible. The faculty may request additional means for the student to demonstrate understanding of the missed course content. Absence from clinical courses will require the student to make up missed clinical hours at the convenience of the clinical faculty. Varsity athletes must make their schedules available to the faculty at the beginning of each semester so that the faculty member is aware of potential absences. It is also helpful for the student to remind the faculty of scheduled absences during the class period before the class that will be missed.

Unexcused Absence

Missing a class or lab session for any reason not listed under excused absence may not be excused, and consequences may apply, such as a grade reduction as determined by the faculty member or collective faculty. The course syllabi should be reviewed for specific consequences.

COMMUNICATION BETWEEN FACULTY AND STUDENTS

Policy: Frequent communication between faculty and students is critical. This communication occurs individually or in groups orally, electronically, and by other means.

Procedure: E-mail is a standard method by which students and faculty communicate. Each student is assigned a University e-mail address. Each student cohort in the DPT program is placed in an e-mail group. Faculty may communicate with the students as a group using this system. Additionally, the faculty may communicate electronically with all students enrolled in a specific course or with individual students via Blackboard. Due to the frequency with which e-mail is used, the following serve as guidelines for its appropriate usage within the DPT Program.

1. E-mail or text message is an appropriate way to share or notify a faculty member of general information. E-mail and text messages are not to be used to discuss important student, course, or programmatic issues. Students should schedule an individual meeting with the involved faculty member for these discussion types.

2. All e-mails must include the identification of a subject in the subject line.
3. Professional communication should be used when corresponding by e-mail. This includes the use of proper spelling, grammar, punctuation, etc.
4. It is not appropriate to express anger or significant disdain in an email. A face-to-face meeting with the involved faculty member should occur.
5. Students must respond to e-mails sent by faculty members promptly.

Failure to abide by these guidelines will result in individual counseling, notification of one's advisor, and possible disciplinary actions. Students are encouraged to utilize faculty posted office hours. All faculty members post office hours on their doors. Scheduling an appointment with a faculty member is recommended to ensure faculty availability. Contact information for the Department of Physical Therapy faculty and staff is available on the Department's website at:

<http://www.evansville.edu/majors/physicaltherapy/faculty.cfm>

COMPUTER ACCESS AND SKILLS

Policy: Access to a computer and basic computer skills are required to succeed throughout the program. Many exams will be given using commercial examination software on computers. It is recommended that each student have and maintain their laptop computer. The minimum requirements to run the software will be provided each year. When a student does not have a laptop available for an exam, a computer will be available. Examples of required computer skills include efficient use of internet-based applications such as accessing web pages and using web-based programs and the ability to use word processing, presentation, and spreadsheet software.

Procedure: Most didactic and clinical courses will require basic computer usage skills, and most exams will be given using commercial examination software. Students will be expected to possess these basic computer skills upon entry into the program.

COUNSELING, TESTING, AND DISABILITY SERVICES

Policy: Counseling and testing services are available to students experiencing concerns related to personal adjustment, difficulty with academic course work, examinations, or behavioral health problems that require professional attention. Health education and wellness programs are offered to assist students in making healthy lifestyle choices.

Procedure: Programs offered by the Office of Counseling and Disability Services are outlined in the University Student Handbook, and students are encouraged to utilize these services if needed. The Office of Counseling and Disability Services may be reached at 812-488-2663. It is in the Student Life Center on the second

floor of the Ridgway University Center.

EMERGENCY PROCEDURES

Campus Lockdown

Considering recent incidents at several colleges and universities across the country, we want to remind you of the University Lockdown Protocol in the event of an emergency. Please read the information carefully as it could be the difference between your safety and the safety of others. In the case of a potential threat to the campus community, a campus-wide lockdown order may be given at the request of local law enforcement or campus security officials. To maximize the safety of individuals, once the doors are locked, they will not be reopened under any circumstances until law enforcement or UE Security issues an official "all clear." All electronic locking door systems will be manually locked during a lockdown, meaning University I.D. access cards will not work.

To maximize your safety during a lockdown, please consider the following recommendations: If the threat is outside of buildings or in the neighborhood, then if you are in a classroom, remain there and take shelter. If the door has an internal lock, lock it. Those in common areas of the building should immediately move into a classroom or other safe place if possible. If in an administrative building, remain in or proceed to a room and take shelter. If the door has an internal lock, lock it. If in a residence hall, stay in or proceed to your room, close the door, and take shelter. Those in common areas should attempt to move into a room or other safe place. If you are outdoors on campus grounds, take cover as best as possible or proceed off-campus.

If the threat is from a person known or believed to be inside a building

- Consider the above recommendations
- Turn ringers and other tones off on cell phones and turn off lights.

Shelter-in-Place

"Shelter-in-place" is a procedure to encourage individuals to seek shelter during certain types of emergencies/catastrophic events that may threaten the safety of a small part of the campus or the overall safety of the entire campus community. Because of the nature of university and college campuses (open atmosphere, multiple buildings, pathways, shared thoroughfares with the city, etc.), the ability of campus authorities to "shelter-in-place" an entire campus and restrict the movement of people is difficult if not impossible. To maximize safety during a shelter-in-place order, the following recommendations should be considered by everyone:

"RUN, HIDE, FIGHT"

- **RUN:** Flee the building if you can do so safely based on what you know is

taking place within the building. (i.e., if you hear gunshots on the other side of the building and you are close to an exit, law enforcement recommends running from the building)

- **HIDE:** Consider the above recommendations; turn ringers and other tones off on cellphones and turn off lights.
- **FIGHT:** You (and those with you) stand a better chance of surviving if you do something rather than nothing.

Remember: All exterior doors to buildings will be locked. Card access will be shut off. Use your best judgment in determining the safest course of action to protect yourself.

All University emergency notifications are distributed to the campus community via Ace Alerts. If you have not signed up for Ace Alerts, you can register through the Ace link. This will ensure you receive emergency notifications via text message and e-mail. For additional information regarding campus emergency protocols, visit <http://www.evansville.edu/safety/>

Disaster, Earthquake, Fire, and Evacuation

ELEVATORS ARE NOT TO BE USED DURING AN EMERGENCY EVACUATION.

Policy: See Stone Family Center safety and security manual

SAFETY PROCEDURES

Policy: See Stone Family Center safety and security manual

The Stone Family Center Safety and Security Manual is posted online at the physical therapy website, and a printed copy is posted at the DPT Lab entrance (3103).

All students should register with the University's text alert system to receive safety information and emergency alerts. Sign-up information is located on Ace Link.

DUE PROCESS

Policy: Institutional and departmental policies regarding the due process have been established for students at the University of Evansville.

Procedure: Policies and procedures related to due process are found in the DPT Student Handbook under 'Grievance' and the University Student Handbook under 'Student's Rights and Responsibilities.'

EMERGENCY MEDICAL CARE

Policy: Students participating in scheduled off-campus educational experiences will be provided access to emergency medical care when indicated. The student assumes responsibility for the financial costs associated with these services.

Procedure: Written agreements exist between the University's Physical Therapy Program and all clinical centers providing approved off-campus educational experiences for students. This agreement states that the clinical center will give the student access to emergency medical care if the student becomes ill or impaired while participating in sanctioned educational experiences. The student assumes the financial costs associated with medical services provided.

ESSENTIAL FUNCTIONS

The Doctor of Physical Therapy Program at the University of Evansville is a complex and intensive course of study. It places specific demands on students that closely resemble the physical and intellectual challenges graduates of the program will encounter as practicing physical therapists. The program has been designed to prepare students to enter the physical therapy profession as generalists with the ability, knowledge, and skills necessary to perform all the essential functions expected of entry-level physical therapists. Students are to familiarize themselves with these essential functions and their associated technical standards and determine whether they can perform the specified tasks.

In accordance with applicable state and federal laws regarding people who have disabilities and our program's philosophy, we are committed to making reasonable accommodations for students who have disabilities to enable them to perform the essential functions as delineated below successfully. Suppose a student determines they cannot meet an essential function due to a disability, either upon admission to the program or after that. In that case, it is the student's responsibility to notify the Chair of the Department of Physical Therapy and the Office of Disability Services of that determination and request a reasonable accommodation.

A reasonable accommodation is a strategy agreed upon by the student and the University, enabling the student to meet a technical standard. The faculty and student will work together, within the context of the agreed-upon strategy, to provide the student with the opportunity to meet the technical standard. The presence of a disability will not exempt students from completing required tasks. Reasonable accommodation will not guarantee that a student will successfully meet the requirements of any one course. Should a student be unable to complete a technical standard or course requirement after a reasonable accommodation has been made, the offer of admission or status in the program will be withdrawn.

The essential functions are:

1. Affective/behavioral skills
2. Cognitive skills
3. Communication skills
4. Observation skills
5. Physical and emotional health
6. Psychomotor skills

To accomplish the essential functions of the role of the physical therapist, the student must be able to meet the following technical standards:

1. Affective/behavioral skills – use of social and professional skills to demonstrate
 - Appreciation and respect for individual, social, and cultural differences in fellow students, professional colleagues, patients, and caregivers.
 - Appreciation that their values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others.
 - Appropriate behaviors and attitudes protect the safety and well-being of patients, self, and classmates.
 - Ability to appropriately handle situations that may be physically, emotionally, or intellectually stressful, including problems that must be handled swiftly and calmly.
 - Ability to adjust to changing situations and uncertainty in an academic or clinical environment.
 - Possess attributes of accountability, altruism, compassion, caring, excellence, integrity, professional duty, social responsibility, flexibility, empathy, and motivation.
 - Ability to accept constructive feedback and modify behaviors as necessary.
 - Ability to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, and other professionals in academic and clinical environments.
 - Ability to reason morally and ethically practice physical therapy.
 - Willingness to learn and abide by professional standards of practice.
 - Ability to be self-reflective.
 - Ability to be assertive and take the initiative as appropriate.
 - Ability to delegate or direct others and function effectively as part of a health care team.
2. Cognitive skills – possession of sufficient intellectual-conceptual ability that includes the capacity to measure, calculate, reason, analyze, integrate, and synthesize information to make decisions. Includes demonstration of the power to
 - Comprehend, integrate, and synthesize a large body of knowledge in

a short period.

- Utilize knowledge of natural, clinical, and social sciences to develop appropriate interventions in a clinical setting.
- Gather appropriate information during patient/client examinations and throughout patient/client management to make clinical decisions.
- Appraise information and determine appropriate tests and measures during the patient/client examination.
- Evaluate the information gleaned from the patient/client examination, including patient history and any available medical/surgical and radiologic information to formulate diagnoses, prognoses, and plans of care.
- Acknowledge limitations of knowledge and/or performance to provide safe, effective patient/client care, including the necessity of referring the patient/client to other health care professionals.
- Prescribe therapeutic home programs as indicated by the examination results utilizing various instructional methods for patients/clients and/or family members.
- Reflect on performance to accurately self-assess strengths and weaknesses.
- Develop a plan to address areas of weakness.

3. Communication skills - use of verbal (oral and written) and nonverbal abilities to

- Express your ideas and feelings clearly.
- Demonstrate willingness and ability to give and receive feedback.
- Listen actively to receive and interpret oral communication.
- Communicate effectively and sensitively in English with other students, faculty, patients, patients' families, and other professionals.
- Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate patient/therapist relationships.
- Communicate clearly and audibly during interactions with classmates, professors, patients, and health care team members.
- Elicit a thorough history from patients/caregivers.
- Communicate complex findings appropriately to patients/caregivers and other health care team members.
- Receive, write, and interpret written communication in clinical and academic settings.
- Read and record observations and plans legibly, efficiently, and accurately in documents such as the patient's handwritten and electronic records.
- Complete written assignments.
- Establish rapport with clients, caregivers, and colleagues.
- Observe patients to elicit information and accurately describe

changes in facial expression, mood, posture, and other nonverbal communication.

- Use therapeutic communication such as attending, clarifying, coaching, facilitating, and touching.

4. Observation skills – functional use of vision, hearing, and other sensory modes to

- Observe audiovisual presentations, written materials, laboratory demonstrations, and procedures.
- Effectively perform auscultation/auditory evaluation inclusive of, but not limited to, lung, heart, apical pulse, blood pressure, and joint and prosthetic noises.
- Appreciate environmental cues such as phones, paging systems, and verbal communication in a setting competing for ambient noise.
- Appropriately take a patient's/client's history.
- Accurately observe a patient/client's activity and behavior during examinations and interventions.
- Observe changes in patient/client status which may require modification of activity or intervention such as the color of skin, breathing regularity, heart rate, skin temperature, muscle tone, and facial expressions.
- Accurately monitor dials, displays, and equipment used in patient treatment, including exercise equipment and electrical modalities.
- Appreciate tactile feedback related to safe and accurate application of procedures such as palpation, manual muscle testing, and joint mobilization.
- Read information from diagnostic tests, equipment, and patient charts such as EKG and radiographs.

5. Physical and emotional health – excellent physical and emotional health and maintenance of personal hygiene and appearance as demonstrated by the ability to

- Perform the skills mentioned in the other sections of this document.
- Avoid jeopardizing the health and safety of others with whom one interacts.
- Avoid offending others with whom one interacts.
- Develop rapport with patients/clients, caregivers, classmates, faculty, and other health care professionals.
- Respond appropriately to stressful situations in the classroom and clinic.

6. Psychomotor skills – gross and fine motor skills reflective of the physical capacities required to meet the responsibilities of physical therapy in a wide variety of clinical settings. The student should demonstrate the ability to

- Assume and maintain a variety of positions, including but not limited to sitting and standing, squatting, kneeling, reaching, walking, stair climbing, and movement of the trunk and neck in all directions.
- Perform manual material handling and manipulating objects of various sizes and weights, including lifting and transferring patients/clients, guarding patients/clients during gait training on level and uneven surfaces/ramps/stairs, pushing and pulling to provide resistance, and assisting in maneuvering patients/clients.
 - i. Safely lift up to 50 lbs. independently
 - ii. Safely lift up to 200 lbs. with assistance
 - iii. Safely push and pull up to 200 lbs. occasionally.
- Utilize strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise.
- Utilize bilateral fine motor control to manipulate testing instruments/equipment/writing instruments/computers.
- Manually palpate various body structures during examination and intervention procedures.
- Balance self and provide support and balance to patients/clients on various surfaces.
- Perform various endurance activities for up to 12 hours with occasional rest breaks. These include the ability to:
 - i. Sit for 10 hours daily, stand for two hours daily, and walk or travel for two hours daily
 - ii. Frequently lift 10 lbs. and occasionally lift weights between one and 50 lbs.
 - iii. Sometimes carry up to 25 lbs. while walking up to 50 ft.
 - iv. Often exert up to 75 lbs. of push/pull forces for up to 50 ft., and occasionally exert 200 lbs. for this distance.
 - v. Often turn, bend, stoop, and squat.
 - vi. Sometimes crawl, reach above shoulder level and kneel.
 - vii. Often change position and location at speeds that permit safe handling of patients/clients.
 - viii. Often stand and walk while providing support to a patient/client with a disability.
 - ix. Continuously use hands repetitively with a firm grasp and manual dexterity skills.
 - x. Often coordinate verbal and manual activities with gross motor activities.
- Respond quickly to emergencies by lifting/pushing/pulling patients/clients and applying force to perform CPR and assist with transporting patients/clients.

Questions regarding the Essential Functions should be directed toward the Department Chair and the Dean of Students.

FILING A COMPLAINT NOT ADDRESSED IN THE ESTABLISHED DUE-PROCESS PROCEDURE

Any written complaint received by the department which does not fall under the established due-process procedure will be addressed on a case-by-case basis at the lowest administrative level with authority to resolve the complaint. Anyone making a verbal complaint will be asked to submit the complaint in writing to the department. The Department Chair will maintain documentation of the complaint and the resolution for one year following the resolution of the complaint.

FILING A COMPLAINT WITH THE COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION (CAPTE)

Policy: CAPTE considers formal complaints about accredited physical therapy programs or are seeking accreditation by CAPTE and complaints about CAPTE itself.

Procedure: A student may file a formal complaint about the program with CAPTE. Students are encouraged to seek resolution of any complaint with the involved party (individual faculty member, department chair, or the director of clinical education) before lodging a formal complaint with CAPTE. Guidelines for filing a complaint with CAPTE are available at www.capteonline.org/complaints. To obtain the materials necessary for submitting a complaint to CAPTE, contact the APTA Accreditation Department at 703-706-3245 or email at accreditation@apta.org. A copy of the complaint should be provided to the Department Chair within three days of filing the complaint.

FINANCIAL AID/SCHOLARSHIP INFORMATION

Policy: Information on financial aid, loans, and scholarships are available to all students. Students are expected to contact the Office of Financial Aid with specific questions.

Procedure: Any information received by the Physical Therapy Department regarding scholarship and loan opportunities will be shared with the DPT students electronically. Additional information about scholarships and loans and other financial aid forms may be obtained from the University's Financial Aid Office, OH 116, telephone 812-488-2364. Information about financial aid is available online to students on the DPT Department website.

GRIEVANCE

Policy: A student may present a complaint, perceived injustice, or unresolved conflict regarding an individual course or the program as a whole at any time.

Procedure: Students are encouraged to attempt to resolve a grievance as soon as possible. The initial step in the grievance process is to contact the individual instructor responsible for the course or issue. If the problem is not resolved to the student's satisfaction with a conversation, the student should present the issue to the instructor in written form. If this issue does not resolve, the case enters "due process."

Any questions, concerns, or complaints related to clinical course work should first be discussed with the Director of Clinical Education (DCE). If the resolution is not achieved through this discussion, the issue enters "due process."

The first step in due process is for the student to meet with the Department Chair. The meeting may include the instructor or DCE to whom the issue was initially addressed.

If the grievance remains unresolved, the student may appeal in writing to the Dean of the College of Education and Health Sciences and the Executive Vice President of Academic Affairs/Provost. The written appeal should include the grievance and documentation of the previous meetings with the instructor and the Department Chair.

Students are encouraged to refer to the University Student Handbook for specific grievance procedures.

GUIDELINES FOR STUDENT INQUIRIES TO THE AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

Students are requested to abide by APTA's following policy and procedure.

Policy: The APTA's Board of Directors and staff receive numerous requests for information and assistance from members and non-members. Many inquiries come from physical therapists and physical therapist assistant students.

Although APTA is thoroughly committed to the highest quality member service, that commitment is frequently challenged by student inquiries that fail to exhibit prior independent "discovery," investigation," or literature review that is part of the learning experience. Based on a careful assessment of the number, scope, and purpose of past student inquiries, the following guidelines have been established:

Procedure:

1. Because APTA's highest priority is to serve its members, responses to nonmember student inquiries will be determined by the question recipient (BOD member or staff) based on established priorities and timelines. Nonmembers eligible for membership will be invited to join the Association, and their names and contact information will be forwarded to the Membership Department for follow-up.
2. APTA will respond to student inquiries seeking clarification regarding APTA policies, positions, standards, or guidelines.
3. Student inquiries should include the student's full name, name of an academic institution, the due date for any assignment, and membership status.
4. As a part of the overall inquiry process, students should consider the following as valuable sources of information and data: program directors, faculty members, students (same program or different program), student special interest groups (SIGs), APTA publications, graduates, or employers. Students should also consider consulting with practicing physical therapists and physical therapist assistants, depending on the inquiry.
5. Students should direct inquiries to APTA only after searching for information on APTA's website (www.apta.org) and specific chapter websites. In most cases, student inquiries will be answered only if the information sought is NOT available anywhere else.
6. The most efficient way to find information from the APTA website is to use the Google search engine. Entering information such as "direct access" or "spinal manipulation" will give the student access to many resources provided by the APTA.
7. Students should not direct inquiries to APTA that represent a substitute for typical student work expectations. A student's educational experience should require independent "discovery," topic selection for papers, literature searches and reviews, and discussions with faculty members and practitioners.
8. Students should allow not less than five business days for a response to any inquiry made to APTA Board members or staff.

HARASSMENT

Policy: Harassment of any kind is unacceptable in the Physical Therapy Program. The physical therapy department strives to maintain a non-discriminatory environment free of harassment. The department believes that every individual has a right to be treated with respect, dignity, and impartiality. Students must comply with University policies related to harassment which may require annual competency.

Procedure: A student who believes that they are being subjected to harassment of any kind by any member of the campus community may make a report directly to the Institutional Equity and Title IX Coordinator. Any individual employed by the

University of Evansville that is not a Confidential Resource as listed below is considered a Responsible Employee and must report any potential violations of the University's Harassment and Discrimination Policy and Title IX and other Sexual Harassment and Misconduct Policy. Confidential Resources on campus include Counseling Services, the University Chaplain, and the University Health Center employees.

Students are requested to read the Harassment and Discrimination Policy, Title IX, and other Sexual Harassment and Misconduct Policy in the University Student Handbook and follow the procedures outlined in that manual.

HAZARDOUS MATERIALS

Policy: All hazardous material will be marked accordingly and will have a safety data sheet (SDS) available in a notebook located in proximity to where the material is housed. All hazardous material will be disposed of properly.

Procedure: SDS sheets are located in the laboratory where the said material is used. Available SDS sheets include:

1. Alcohol prep pads
2. Clorox Expo
3. Cleaner for dry-erase surfaces

Disposal:

Dirty paraffin is disposed of in the trash.

Exposure: Follow guidelines on SDS Sheets. Fill out a suspected chemical exposure accident report (Appendix D) of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy located in lab 3103. All accidents must be reported to the laboratory supervisor and the Manager, Risk, and Environmental management.

HEALTH CENTER

Policy: Student access to the Health Center during the academic year: Monday - Friday, 8:00 a.m. - 5:00 p.m.; Saturday, closed; Sunday, closed.

Procedure: Full-time students are eligible for free health care at the Crayton E. and Ellen Mann Health Center. Registered nurses and nurse practitioners staff the Crayton E. and Ellen Mann Health Center. Basic first aid, medications, and treatment for minor illnesses are provided. The Crayton E. and Ellen Mann Health Center are in Sampson Hall. Students should refer to the University Student Handbook for further details on this service. The telephone number for the Crayton

E. and Ellen Mann Health Center is 812-488-2033.

HEALTH INSURANCE

Policy: Students must have Health Insurance while enrolled in professional programs at the University.

Procedure: Each student must demonstrate proof of health insurance coverage throughout the professional program.

HEALTH STATUS

Policy: The Physical Therapy Program has health requirements that ensure the safety of both the student and the patient. Students must demonstrate overall physical and mental health and maintain their appearance and hygiene to participate in classroom safely and clinical courses to avoid presenting health hazards to themselves, their classmates, and patients. Students have a responsibility to inform the Department Chair in writing of any condition that could impact their ability to perform the essential functions for the DPT student, with or without accommodations.

Procedure: Each student will submit documentation of a physical exam upon entrance to the University. A student who becomes aware of any health condition that may impair or impede the ability to participate in any aspect of the DPT program must inform all instructors and their academic advisor immediately. Students should report emergency surgeries or medical procedures to their academic advisors as soon as possible.

Before a planned surgical or medical procedure, discussion with course instructors and the student's academic advisor is strongly encouraged. In the case of emergency procedures, the discussion should be made before the resumption of classroom or lab activities or clinical course work. Following a change in health status, a letter from the student's surgeon or physician giving medical clearance to return to training or specific activity or lifting limitations must be submitted to the instructor before the student can participate in laboratory sessions or clinical assignments. The course instructor and the academic advisor will determine what, if any, impact on participation in class, lab, or clinical experiences will be. If a student has a question about whether lab activities are contraindicated in certain conditions, please consult with the appropriate lab instructor.

The student will document compliance with health requirements as delineated in the Clinical Education Health Requirements policy by the deadline dates. The student receives instruction on infection control, universal precautions, and blood-borne pathogens and must demonstrate annual competence in these areas.

Pregnancy - A pregnancy must be reported to the Department Chair immediately upon medical confirmation. Learning experiences will be modified to ensure maximum safety for mother and baby. Medical clearance is necessary to resume activity following a delivery.

Surgery/Other Medical Conditions - Students who have had or are anticipating having surgery or a medical procedure must inform all instructors and academic advisors before surgery.

COVID-19 VACCINE POLICY

The majority of our clinical partner sites require COVID-19 vaccination. In order to participate in required part-time or full-time clinical education experiences, students must be fully vaccinated. The CDC currently defines being fully vaccinated as completing one series of the original medication (Boosters are not included). Proof of vaccination is due by the first day of the fall semester. Students may request exemptions from the policy to the University for narrow reasons (medical contraindication such as a documented allergy, risk factor, or religious exemption) and are granted case-by-case basis. If granted, the University's exemption may not cover experiential learning activities, as the student is subject to the site policies and legal purview, which is subject to change without notice.

UE students in external clinical placements must abide by all policies and precautions related to COVID-19 in place at the placement site. (Including vaccination/booster vaccination requirements, testing, isolation and quarantine period requirements, and other infection control protocols). Any exemption to COVID-19 precautions, including vaccination requirements granted through the University's process, will not automatically apply to non-UE settings. External placements may have more restrictive exemption policies that UE cannot influence or waive.

The University of Evansville's Doctor of Physical Therapy Program requires clinical placements to complete the degree requirements and ultimately to meet licensure requirements, so these experiences cannot be waived.

While the University of Evansville's Doctor of Physical Therapy Program will make reasonable attempts to find placements that meet a student's educational needs, placements that do not require that students be vaccinated cannot be guaranteed and, for some settings, may be impossible to obtain.

The University of Evansville and the Doctor of Physical Therapy Program are not responsible for degree progression or graduation delays due to student-requested exemptions from COVID-19 policies.

HOODING AND PINNING AND WHITE COAT CEREMONIES

The Physical Therapy Department will host a Hooding and Pinning Ceremony on the Friday before commencement. All graduating students and their families will be invited to attend.

The Physical Therapy Department will host a White Coat Ceremony on Friday after classes begin each fall. All DPT students and their families will be invited to attend.

INCLEMENT WEATHER/CANCELLATION OF CLASSES

Policy: Unless an announcement is made to the contrary, the University will operate normally despite inclement weather.

Procedure: All classes will continue as usual in the case of inclement weather (snow, ice, etc.) unless the University is closed. Faculty will continue with regular duties. If weather conditions progress to the point that most roads and streets are virtually impassable, suspending classes and/or routine operations may be necessary. The Office of University Relations will release information about the class or office closure to the area news media and text alerts. Any student unclear about classes should try to reach the involved faculty by telephone or email to clarify the situation.

INDEPENDENT LABORATORY PRACTICE

Policy: Only physical therapist students may use the Lab (3103) for independent practice after hours (after 5:00 p.m.) or when lab classes are not in session. Physical therapist students enrolled in PT 431/531 (Gross Anatomy) may use the Human Structures Suite in conjunction with the lab's policies and procedures.

Procedure:

1. Check lab schedule to ensure that you do not interfere with a scheduled laboratory, practical, or check off. Weekly schedules are posted on the lab door.
2. A minimum of two students must be present. If electrical equipment is used, at least three students must be present. Any student who violates this rule will have access limited to sessions with faculty supervision.
3. Course instructors will designate which laboratory may be used after hours.
4. All students using a lab outside of class time must **sign in and out**. A clipboard is provided in the labs for student signature.
5. The room must be returned to a tidy state and equipment restored to its proper place. Equipment must be cleaned and unplugged. Water should not be left standing.
6. Electrical stimulation units are to be kept on carts. Do not place large clinical

- models on treatment tables as they can damage the vinyl.
7. Dirty towels and linen must be placed in the laundry hamper.
 8. After each lab session, any plinth or mat table used must be sprayed with a weak bleach solution and dried with a paper towel.
 9. Any damaged equipment must be reported **immediately** to the laboratory supervisor, Dr. Ling-Yin Liang, or your instructor, who will inform the lab supervisor.
 10. Under no circumstances is a student to use laboratory equipment for self-treatment.
 11. IN CASE OF EMERGENCY CALL 812-909-7185 and REPORT THE LOCATION, PROBLEM, and NEED.

A copy of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy is in lab 3103.

INFORMED CONSENT FOR LABORATORY PARTICIPATION

Policy: Each student is expected to participate in laboratory experiences as a student PT and a patient simulator. These laboratory activities may include but are not limited to examination, manual palpation, massage, visual inspection, mobilization, manipulation, therapeutic exercises, and application of physical agents. Each student is required to sign an informed consent for these experiences. A student can refuse to be a subject in lab activities for legitimate reasons. Legitimate reasons include but are not limited to medical conditions and religious beliefs. Each student signs an informed consent for being videotaped, audio recorded, and photographed as part of the educational experience and for student recruitment purposes.

Procedure: Each student is expected to dress suitably for laboratory experiences. Laboratory attire usually consists of shorts, tee shirts, closed-toed shoes, and sports bras for women. Additional requirements may be found in the syllabus of each class. The student must respect the person acting as the patient simulator and always protect their modesty by utilizing appropriate draping procedures. Each student will be encouraged, but not required, to work with fellow students of both genders. A student not willing to have a lab partner of the opposite gender should submit a written request to the Department Chair at the beginning of their first year in the program. A student who wishes to decline to be a patient simulator for any lab activity must also request this in writing to the Department Chair as soon as possible.

Any student who does not demonstrate appropriate respect, language, and behavior to a patient-simulator will be counseled initially by the appropriate faculty member. Suppose the problem is not resolved and additional episodes are noted. In that case, the student will be removed from the laboratory and referred to their

advisor, the Department Chair, and the Counseling Center if necessary. The student will safely utilize the laboratory equipment. The student will follow guidelines for the use of equipment given in the appropriate textbooks, course manual, and faculty instructions to ensure the safety of the patient-simulator.

The appropriate faculty member will counsel any student using equipment in an unsafe manner. Suppose the student continues to utilize the equipment in a dangerous way. In that case, they will be removed from the laboratory situation and referred to their advisor and then to the Department Chair.

Any student aware of another student who does not follow these guidelines for respectful and safe behavior in a laboratory situation should report the incident to the appropriate faculty member or their advisor, or the Department Chair. The problem may be described verbally or in writing.

LABORATORY ASSIGNMENTS

Policy: PT Department faculty and administrative staff may need to change individual student lab assignments after registration.

Procedure: Students will register for labs but may be reassigned at the discretion of physical therapy faculty or staff to match lab groups based on variables such as the number of students in each lab, gender, and undergraduate degree.

Physical therapy faculty or staff will notify students and the University Registrar of final lab assignments once they have been determined.

LABORATORY AND EQUIPMENT SAFETY

Policy: Student safety during laboratory experiences is the student's responsibility and the faculty involved in the educational experience. Proper storage of all equipment is the responsibility of faculty and students. Equipment will be kept in good safe working order to decrease the risk of personal injury.

Laboratory and Equipment Procedures

1. Under no circumstances is a student to use laboratory equipment for self-treatment.
2. Students participate in role-playing as both patients and therapists as part of the course requirements. The safety of the students during these simulations is the responsibility of the students and course instructors.
3. Students must wear face shields, gloves, and closed-toe shoes when performing or observing dissection in the gross anatomy lab. An eyewash station is in place should there be accidental exposure to hazardous material or body substances.

4. Designated laboratories are available for independent practice. (See separate policy).
5. An escort service is available to the student (see policy on independent laboratory practice).
6. Emergency numbers are posted in all laboratories available for independent practice.
7. Safety data sheets can be found in the laboratories where the material is used. Follow the directions if exposed to hazardous material.
8. First aid kits are located in the laboratories, and an AED is available in the Stone Center.
9. The instructor must check all laboratory equipment before student use. Any equipment not typically housed in one laboratory may be requested to be moved to another laboratory.
10. Any damaged equipment must be reported immediately to the laboratory supervisor or the course instructor, who will inform the laboratory supervisor.
11. Preventive equipment maintenance, including any necessary or indicated equipment calibration, is done annually.
12. Electrical equipment is checked for safety on an annual basis. Records of safety checks are kept on file in the physical therapy office.

A copy of the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy is in lab 3103.

LIBRARY SERVICES

Policy: The Library provides books, CDs, DVDs, videotapes, and journals of interest to students within the physical therapy programs. In addition, extensive online databases are available. Interlibrary Loan (ILL) is available and assists scholarly research by obtaining library materials unavailable at the University's Library.

Procedure: A complete list of books, journals, and other resources is available on the library website. The reference collection has over 3,000 book titles and over 70 abstract and full-text database subscriptions in electronic and paper form. Networked workstations are available on all floors of the library. Library instruction is available on an individual basis.

Reference services provide personalized assistance at 812-488-2482.

ILL requests take several days to fill, and there is no charge for this service. Students may also check the local hospital libraries for medical journal holdings.

NAME CHANGE - STUDENTS

Policy: The Physical Therapy Department maintains current student information.

Procedure: A change of name is to be reported promptly to the DPT Administrative Assistant, the University of Evansville Registrar, Student Accounts, and the student's faculty advisor.

NON-DISCRIMINATION - STUDENTS

Policy: The University of Evansville's Department of Physical Therapy operates under a non-discriminatory policy regarding race, color, age, religion, disability, gender, sexual preference, and national origin. The department endeavors to provide an environment that encourages tolerance and diversity. The department reserves the right to exercise judgment in the selection process for the DPT program. All students will be treated in a non-discriminatory manner before, during, and after selection into the program. The University and the Department of Physical Therapy comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding the admission of students into the program and assistance once in the program. This assistance may include but is not limited to allowing additional time for examinations and tests, recording of lectures, extra study sessions, and other necessary aids to ensure successful completion of the academic program in which the student is enrolled.

Procedure: Any student who feels that they have experienced discrimination while in the PT program should follow the Grievance Procedure outlined in the DPT Student Handbook and the University Student Handbook.

Information about the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 can be found in the University Student Handbook.

The non-discrimination policy is available to students on the University and program application form and the DPT program brochure.

OBSERVATION EXPERIENCES OR FIELD TRIPS

Policy: The University and the Physical Therapy Programs always seek to ensure student safety while the student is on and off-campus. The University is not responsible for any injuries incurred by a student while traveling to and from an observation or field trip experience.

Procedure: Off-campus observations or field trips are utilized to augment the student experience in the DPT Program. These experiences are scheduled by the course faculty but are supervised by a clinical faculty member. These experiences

are limited in nature and allow the student to observe patients or clients and offer some limited patient handling. All students participating in these experiences must sign a University waiver of liability form before they are eligible to participate in the experience. Should a student be involved in some type of incident during one of these experiences, the student should notify appropriate authorities if indicated, the supervisor of the observational experience, and the primary faculty member.

PARKING PERMITS

Policy: Any student wishing to utilize main campus parking will be required to register the vehicle with the Office of Public Safety on UE's main campus. Any student wishing to use Stone Center parking will be required to obtain a parking card from the DPT Administrative Assistant.

Procedure: Students can register for their UE main campus parking permit through the UE Self-Service portal using their username and password. The parking permits link is under "UE Forms." Click on the menu icon (upper left-hand corner) > UE Forms > Student > Parking Permits. If you need assistance accessing self-service, please contact the OTS help desk.

Students can register for their Stone Center parking card through the DPT Administrative Assistant. A refundable deposit of \$25 will be required upon pick-up of the parking card. The \$25 will be refunded if the parking card is returned intact. The \$25 will be used to replace the card for lost or damaged cards. Once a student no longer needs a parking card, they can return them to the DPT Administrative Assistant.

PHOTOCOPIER AND FAX MACHINES

Policy: Photocopiers for student use are located on the fourth floor of the Stone Family Center, just outside the student lounge. There are other photocopiers for student use in the Bower-Suhrheinrich Library and the Tapley Multimedia Center. A fax machine for student use is located in the Bower- Suhrheinrich Library.

Procedure: Students are allotted \$40.00 in printing per semester. Students who exceed the allotment will be charged for their additional printing.

Pricing Per Page: Monochrome: \$0.05; Monochrome Duplex: \$0.08; Color: \$0.10; Color Duplex: \$0.18

PHYSICAL THERAPY CLUB

The mission of the Physical Therapy Club is to meet the needs of students in the field of physical therapy through identification, coordinated action, communication,

and fellowship and contribute in an organized manner to the improvement and development of education in the field of physical therapy. The club provides a conduit for information regarding various aspects of the profession and physical therapy's educational aspects. Additionally, the club offers opportunities for its members to experience leadership roles, and a large portion of the club's activities are volunteer and service-oriented within the community.

Club membership is open to students enrolled in their prerequisite course work and students in the DPT program. Club activities include guest speakers, social events, fundraisers, and community awareness projects. The faculty advisor to the PT Club is Dr. Kate Schwartzkopf-Phifer.

POTENTIAL HEALTH RISKS FOR STUDENTS

Being a student in a DPT program does not markedly elevate the risk of illness or injury above the background rate, but certain required activities pose unique risks. The faculty endeavors to minimize these risks by incorporating safeguards into the activities, advising students of the potential for injury or illness, and providing students with the cognitive information necessary to be safe. Students are responsible for protecting themselves by following directions, using standard precautions, asking for help if uncertain about the safest manner of accomplishing a task, and being aware of hazards.

Some activities that may increase risk include dissection in the gross anatomy lab, electrical and other equipment used during the modalities portion of the curriculum, patient transfers, manual therapy, psychomotor skill practice, and exercise performance during laboratory sessions. The transfer of communicable diseases in academic and clinical environments is also a risk. Prudent actions during these activities include wearing all appropriate safety equipment in the anatomy lab, checking electrical equipment before use, using proper body mechanics and assistance when lifting, and following relevant policies and procedures. During laboratory practice using other students as the simulated patient, students must self-screen for possible contraindications to the methods (e.g., joint hyperextensibility, musculoskeletal injuries, and cardiovascular disease).

Furthermore, students must inform the faculty if a positive result is obtained from a special test (e.g., glenohumeral apprehension test) or a screening procedure (e.g., vertebral artery test). Students are responsible for the information related to laboratory and equipment safety in the DPT Student Handbook and facility-specific policies and procedures. The most important action to take is to focus on the task at hand. Any questions about safety and risk avoidance should be directed to the appropriate member of the faculty, the Department Chair, or clinical faculty. If students believe an injury has occurred during a lab session, they must inform their instructor immediately. The instructor will provide appropriate care and complete

an incident form, which will be shared with the Chair and the risk management department.

PRIVACY AND CONFIDENTIALITY

Policy: The University of Evansville complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended (Public Law 93-380). Students have the right to limit disclosure of their education records to third parties with some limited exceptions. These exceptions include when written consent has been given for disclosure, directory information if the student has not provided a written refusal for disclosure, and some other instances under provisions of FERPA that allow disclosure without written consent.

Procedure: All permanent physical therapy student records including medical records, are filed in a locked record room in the Physical Therapy Office. Access to these is limited to department personnel. Other student records are maintained in the offices of faculty advisors that are kept locked when the faculty member is not in the office. Each faculty member has an individual office that can be used to ensure maximum privacy in conversations with a student. Confidential information includes but is not limited to health status, student counseling and advising sessions, clinical performance, and grades.

The release of any medical/health information will require the written informed consent of the student for each inquiry.

PRIVACY EDUCATION – HEALTH INFORMATION PRIVACY AND ACCOUNTABILITY ACT (HIPAA)

Policy: Competency in the Health Insurance Portability and Accountability Act (HIPAA) must be demonstrated before a student goes to a health care facility for any experiential learning activity or clinical course.

Procedure: Education on HIPAA will be provided to students during the first semester of the PT program before starting any experiential learning activity or clinical course. If a student cannot attend the mandatory class, the student must acquire the necessary information from the instructor and/or audiovisual aids.

Competency will be determined by satisfactory completion of a quiz about HIPAA that must be completed before the start of the experiential activity.

Each student must review this information independently on an annual basis before their clinical internship. Written materials are available for this review upon request. After an independent student review, a quiz must be satisfactorily completed on this information. Due dates for test completion will be articulated to students via

email.

Competency will be documented in the student's record annually. It is the responsibility of the clinical faculty to instruct the student in the appropriate facility-specific information about HIPAA before the student begins their clinical course work at the health care facility.

PROFESSIONAL ORGANIZATION

Policy: All students are strongly encouraged to join the American Physical Therapy Association (APTA) and participate in Indiana Chapter, APTA, Southwest District activities. This is excellent pre-professional preparation for students' future roles as physical therapists.

Procedure: APTA applications are available in the Physical Therapy Department's resource area or through the APTA website at www.apta.org. Students are also encouraged to attend APTA state and national meetings.

PROGRAM PROGRESSION

The DPT program faculty makes decisions regarding a student's progression through the professional program. Successful progression through the program depends on the following factors:

- I. Demonstration of academic integrity
- II. Demonstration of safe, ethical, and professional behavior
- III. Successful completion of all didactic and clinical courses
- IV. Fulfillment of the NPTE preparation program

Student infractions involving any of the above areas will result in disciplinary action, which may include dismissal from the DPT program.

I. Demonstration of Academic Integrity

Policy: Academic integrity is expected of all students and faculty. The University of Evansville has an Honor Code included in the University's Student Handbook. It is each student's responsibility to become familiar with the Honor Code. Academic dishonesty includes but is not limited to cheating and plagiarism.

Cheating

Cheating includes, but is not limited to, the following:

1. memorizing or copying any questions from any written or practical examination taken at the University of Evansville.
2. providing, receiving, or soliciting any memorized or copied questions from any written or practical examination taken at the University of Evansville.

3. using unauthorized aid during any written or practical examination taken at the University of Evansville.

Common examples of cheating include:

1. Sharing any details regarding your experience during a practical examination.
2. Discussing specific questions with classmates or writing down questions from an examination.
3. Receiving or distributing copies of an examination unless approved and provided by a faculty member.

Plagiarism

Plagiarism is defined as representing another person's intellectual property, e.g., words, ideas, data, or work, as one's own. Plagiarism includes but is not limited to the exact duplication of another's work and the incorporation of a substantial or essential portion thereof. A sequence of five or more words taken verbatim without quotes may be considered plagiarism. **This includes work found in any medium, including those from electronic resources, i.e., the internet, compact disks, and thumb drives. Materials found in course manuals, including examples of case documentation, should be considered the intellectual property of the instructor(s) or the source cited by the instructor. Paraphrasing another work without attributing the ideas to the original author is also considered plagiarism.**

All work submitted must be credited appropriately to the information's source(s). Direct quotations, paraphrased statements, summarizations of another's work, and other information that is not considered common knowledge must be cited or acknowledged. Students may not submit work previously submitted to fulfill requirements in another course unless approved by the instructor. All assignments must be completed independently unless explicitly designated as group work by the instructor. Any breach of the preceding criteria will be subject to disciplinary action in accordance with the University Honor Code.

Disciplinary actions may include but are not limited to counseling, grade deductions, course failure, dismissal from the professional program, and expulsion from the University. Loss of a course within the professional program due to a breach of the University Honor Code will be considered the same manner as course failures for other reasons.

Procedure: Faculty will discuss any suspected incident of cheating, plagiarism, or another form of academic dishonesty with the involved student. Suppose the student accepts responsibility for the alleged violation. In that case, a document outlining the occurrence and the disciplinary action taken will be placed in the student's file or sent to the Dean of Students. This letter will be composed by the faculty member and signed by the student(s) involved. Suppose the student does

not accept responsibility for the occurrence and the faculty member continues to believe that an infraction took place. In that case, the faculty member will report the incident in writing to the Dean of Students. A formal investigation will occur in accordance with the University Honor Code policies. Through confession or due process, students who are determined to have violated the Honor Code, but are not dismissed from the professional program, will be placed on an individual corrective program as determined by faculty discussion. Counseling and academic remediation may also be required in individual cases.

II. Demonstration of Safe, Ethical, and Professional Behavior

Policy: Students must demonstrate appropriate safe, ethical, and professional behavior and didactic course competence to progress through the physical therapy program. It is the responsibility of the student to exhibit these behaviors in all situations by the APTA Code of Ethics and APTA Core Values.

Students are also expected to adhere to the University and department policies for conduct. See the University Student Handbook (specifically the policy entitled Student's Rights and Responsibilities) and general campus policies for additional details.

Unsafe, unethical, or unprofessional behavior may prevent a student from completing a didactic or clinical course even if the student successfully meets other course requirements. Breaches in conduct resulting in course failure may require repetition of the course with delayed progression through the program and/or other disciplinary actions, including dismissal from the program.

Procedure: Each student will annually self-assess their demonstration of the core values. Faculty advisors will also annually evaluate their advisees on their progress toward meeting the core values. Input for this evaluation may be provided to the student's advisor by other academic or clinical faculty. Each student should schedule a meeting with their advisor at least one time during each semester to discuss the student's professional development plan. Any student who demonstrates inappropriate professional behaviors in either the University or clinical setting must address those behaviors. Failure to do so may result in dismissal from the program.

The following procedure will take place if any student demonstrates unethical, unprofessional, or unsafe behavior:

1. The faculty member should complete a Breach of Professional Conduct form when a student displays professional conduct that is considered inappropriate. (See examples provided in the policy.) In the case of relatively minor infractions (e.g., tardiness, sleeping in class, failure to respond to a faculty email message), the faculty member is encouraged to engage in a

face-to-face discussion with the student regarding their behavior before completion of the Breach form. Completion of a Breach of Professional Conduct form should represent consistently inappropriate behavior. However, some behaviors, such as using unauthorized aid and failure to maintain patient/client safety or confidentiality, dictate the submission of formal notification after a single occurrence.

2. The Breach of Conduct form is transmitted electronically to the student, academic advisor, and Department Chair. The faculty member initiating the process prints a copy of the form, which becomes the original on which the subsequent stages of the process are documented. This form is placed in the student's permanent file in the physical therapy office. The faculty member who observed the conduct breach is responsible for monitoring and documenting the disciplinary process.
3. The faculty member and student should meet to discuss the occurrence. The academic advisor, Department Chair, or another faculty designee may be present, dependent upon the nature of the situation or at the request of the faculty member or student.
4. An intervention plan is formulated during the formal discussion, documented on the original form, signed by the involved persons, and placed in the student's permanent file. If the observed conduct constitutes a possible breach of the University Honor Code, University and departmental policies are followed.
5. When the planned intervention is completed, the components and outcome of the intervention are entered into the original form. The involved persons then sign the form and return it to the student's departmental file.
6. Suppose the stated occurrence is the student's first documented case of misconduct. In that case, the faculty member initiating the process informs the Department Chair and other involved persons of completing the intervention. If a second breach occurs, a formal written letter from the Department Chair is sent to the student stating that an additional infraction **will** result in dismissal from the professional program. The student must sign and return this letter by the specified date. The signed letter is then attached to the original breach of conduct form and filed in the student's departmental file.
7. If a student disagrees with the intervention plan, they may lodge a formal complaint and follow the steps outlined in the DPT Student Grievance Policy.
8. If there is a third documented misconduct case, the student will be dismissed from the professional program.

Examples of unprofessional behavior include but are not limited to the following:

1. Inappropriate communication, by any means, with academic and clinical faculty, staff, patients, classmates, and colleagues. This includes contacting clinical facilities in an attempt to arrange clinical course placements.
2. Disrespectful/disparaging comments to academic and clinical faculty, staff, patients, classmates, and colleagues.

3. Consistent late arrival for or early departure from class, experiential activities, clinical courses, scheduled individual or group meetings, or another required event.
4. Violation of the departmental or University Honor Code.
5. Late completion of course requirements includes health documents, HIPAA and Infection control quizzes, criminal background checks, written assignments, and out-of-class experiences.
6. Lack of preparation or participation in academic or clinical courses, including but not limited to sleeping in class, not being prepared to participate in class discussions or demonstrations, or not providing clinical faculty with the appropriate forms/documentation on the first day of the clinical experience.
7. Failure to forward clinical documents to the appropriate faculty member, including the Clinical Performance Instrument and other required clinical forms.
8. Consistent lack of initiation/responsibility in communication about academic and clinical issues.
9. Consistent disruption of class or experiential or clinical courses using electronic and non-electronic devices.
10. Inappropriate touching during laboratory or practical experiences (e.g., unnecessary palpation near genitals or breasts).
11. Offensive jokes or comments (e.g., those based on ethnic background, gender, religion, and scatological jokes/comments).
12. Inappropriate or disruptive use of laptop computer in class.
13. Unprofessional posting on social media.

Examples of unsafe behavior include but are not limited to:

1. Failure of practical exams twice for safety violations.
2. Safety concerns are being flagged on Clinical Performance Instrument.
3. Failure to use a gait belt or to clear obstacles during ambulation training.
4. Improper use of electrical equipment.
5. Leaving a patient or simulated patient unsupervised while temporarily leaving the area.
6. Violation of laboratory policies.

NOTIFICATION OF BREACH OF PROFESSIONAL CONDUCT

Date:
Student:
Faculty:
Advisor:
Course/Event: (date:)
Occurrence:

Informal Discussion Yes____ No____

Date:
Content of Discussion:

Formal Discussion:

Date:
Participants:
Additional Content:

Intervention Plan (including anticipated date of completion):

Signatures:

(student) This document was reviewed with me.

(faculty)

(witness-if requested by the student or faculty member)

Completion of Intervention (remediation, counseling, etc.)

Date:
Implementation:
Outcome of Intervention:

Signatures:

(student)

(faculty)

(witness-if requested by the student or faculty member)

III. Successful Completion of all Didactic and Clinical Courses

Policy: Progression through the program depends on successfully completing all required courses. The DPT program consists of all courses with a PT prefix, excluding PT 670-01, PT 670-02, and PT 670-03 which are elective courses. All classes have a minimum grade requirement of 75% or better to demonstrate competence in course content. Course-specific criteria for successful completion are found in course syllabi. Failure to successfully complete one or two courses will result in delayed progression. Failure to complete three or more courses will result in dismissal from the DPT program.

For the DPT semesters 2-9, students may earn no more than 10 semester hours of coursework with grades of C+ or lower (see Grading Scale below). Suppose an 11th semester hour with a grade of C+ or lower is earned. In that case, progression through the program will be delayed, and the student will be placed on an individual program of remediation that will allow repetition of up to 2 courses. A B- or higher grade will be required in the repeat courses. If an additional grade of C+ or lower is earned, either during the repeat course or in future courses in the program, the student will be dismissed from the program.

DPT Program Grading Scale

92-100 = A

90-91 = A-

88-89 = B+

83-87 = B

80-82 = B-

78-79 = C+

75-77 = C

73-74 = C-

70-72 = D

<70 = F

Procedure: Each course instructor determines the means for achieving competence in professional coursework. These criteria are articulated in the course syllabus provided to the student in written or electronic form. Every student is responsible for reviewing these criteria, including the methods of evaluation and grading. Individual faculty members decide whether to round fractional percentages and are consistent about doing this within a course. Students are made aware of all grading policies via the DPT Student Handbook, individual syllabi, and verbally from the faculty member teaching the course. Each syllabus also contains the methods of evaluation for that particular course.

Clinical course work is graded using the Physical Therapist Clinical Performance Instrument (CPI). Methods of evaluation and grading criteria are articulated on the

clinical course syllabi. The Director of Clinical Education makes final grade determinations for all clinical courses.

A student who does not successfully complete a course as defined by the course instructor will be required to repeat the course. Students who must repeat a course will not be allowed to enroll in PT courses the following semester. This will result in a delay in the student's progression within the professional program.

Once the student successfully completes the failed course, the student will be allowed to progress to the next level of the professional program. All graduate work is counted, and none of it may be omitted in computing the student's overall grade point average.

A student is allowed to repeat only **two** courses within the professional program. If a third course is not successfully completed, the student will be dismissed from the program.

In the event of delayed progression, conditions for the student's progression through the professional program will be determined by the faculty on a case-by-case basis. These conditions will be conveyed in writing to the student, their advisor, Dean of the College of Education and Health Sciences, Dean of Students, Office of Financial Aid, and the Registrar. The student's failure to meet the conditions for progression will result in dismissal from the professional program.

IV. Fulfillment of the NPTE preparation program

Policy: Fulfillment of the NPTE preparation program depends on completing two Practice Exam Assessment Tools (PEAT) during the program's final year. The results of the first PEAT exam are used to develop a study plan with the appointed NPTE advisors. The second PEAT exam must be passed at a score defined in the PT 751 syllabus. Failure to successfully complete the NPTE preparation program will result in enrollment into an individualized remediation program, receiving an "Incomplete" grade in PT 751, and delayed graduation until all remediation plans have been met. Delayed graduation means the student will still be allowed to participate in graduation ceremonies (hooding and pinning and graduation); however, a conferred diploma will depend on completing the individualized remediation plan and replacing the "incomplete" grade in PT 751.

Procedure: The first PEAT exam is taken at the end of the eighth didactic semester (Fall Semester 3rd year). The results from this exam are reviewed with the appointed NPTE advisor, who reviews historical trends and creates a study plan by selecting from a buffet of options approved by the entire faculty. The second PEAT is taken at the end of the final semester of the program. A passing score is required to complete the NPTE preparation program as determined by the

PT 751 syllabus. Both PEAT exams will be proctored in person. Suppose a student is unsuccessful with the NPTE preparation program. In that case, the student will be given an “Incomplete” in PT 751, given a remediation plan, and placed on delayed graduation (see definition of delayed graduation above in policy). Once the student has fulfilled the remediation plan, the student’s grade in PT 751 will be replaced, and the student will fulfill the requirements of the NPTE preparation program.

April NPTE Policy

If a student would like to sit for the NPTE before graduation during the April time frame, the student will need to provide evidence of the need to take the exam before graduation and their preparedness. To be eligible, the student will need to possess or submit the following at least 2 weeks before the exam registration deadline:

1. No professional breaches
2. PT School GPA above 3.6 and no Cs
3. Demonstrate passing scores on 3 simulated exams from 2 different sources, including an in-person proctored PEAT score of 600
4. Provide a letter to faculty describing the rationale for sitting for the licensure exam
5. Faculty approval

DISMISSAL POLICY

The Physical Therapy Department faculty makes decisions regarding a student’s progression through or dismissal from the DPT program.

Procedure: The following conditions **will cause** the Physical Therapy Department faculty to dismiss a student from the professional program:

The student does not successfully complete a repeated course within the professional program.

1. The student fails three courses within the professional program.
2. The student does not meet the conditions outlined in a progression letter or a corrective plan.
3. The student does not demonstrate appropriate, safe, ethical, and professional behavior after receiving two breaches of professional conduct.
4. A student accused of and denies academic dishonesty will be referred to the Honor Council. If the charge is affirmed, the student will be dismissed from the program. A student found guilty of an Honor Code violation may appeal that decision to the University Appeals Board.
5. Three breaches of professional conduct.

The following conditions **may** be cause for dismissal from the professional program:

1. A student is accused of and admits to academic dishonesty.
2. Violation of professional standards of conduct.

APPEAL

A student may appeal the decision of the Physical Therapy Department regarding progression and/or dismissal from the physical therapy program. The appeal is to be made in writing to the Department Chair within 30 days after the student is informed of the decision. Duplicate copies of the appeal will be sent to the Dean of the College of Education and Health Sciences and the Executive Vice President for Academic Affairs/Provost.

If the appeal is unresolved, the student may appeal directly to the Dean of the College of Education and Health Sciences and the Executive Vice President for Academic Affairs/Provost, in that order. Copies of any appeal must be sent to the Department Chair.

WITHDRAWAL FROM A COURSE

The option of withdrawing from a course and receiving a grade of "W" is possible within the withdrawal period listed on the academic calendar each semester. Students electing to take a "W" in a professional course are to discuss this with the course instructor, their advisor, the Director of Clinical Education (if appropriate), and the Department Chair. Students must also understand that re-admittance to the course is subject to the Department Chair and faculty review. The student is encouraged to explore all other alternatives before taking such action. A student who withdraws from a course must submit a letter of intent explaining why they are withdrawing and their plans for the future. If the student is allowed to re-register for the course, it is recommended that it be taken the next semester the course is offered. Withdrawal from a professional course will delay further progression in the professional curriculum.

A student must complete the professional program within five calendar years of matriculation to the professional program. The typical progression permits the completion of the program in three calendar years.

According to the progression policy and other program policies, a student must earn a C or higher letter grade to complete all courses successfully. If a student does not successfully complete a course, the course may be repeated, and the student will be on a delayed progression through the program. A student may repeat only two courses in the professional program; this means a student who

earns a grade of C- or lower in three courses will be dismissed from the DPT program.

If a student withdraws from a course in the professional program for academic reasons, the withdrawal will be considered a failure to complete the course successfully. If the withdrawal is for non-academic reasons as determined by the faculty, the withdrawal will not be considered a failure to complete the course successfully. The faculty will evaluate these situations on an individual basis. In either instance, progression through the program will be delayed.

WITHDRAWAL FROM THE PROFESSIONAL PROGRAM

A student wishing to withdraw from the professional program should notify their advisor and write their intentions to the Department Chair. Students planning to complete a degree in another discipline at UE should also inform the Office of Academic Advisement.

LEAVE OF ABSENCE

Enrolled students may request a leave of absence from the program for compelling circumstances. The program considers a leave of absence of >14 days to 9 months. This includes but is not limited to: serious personal or family illness/injury or event, pregnancy, or maternity leave. The student must submit their request in writing to the Department Chair. The student will then be required to meet with the Chair to determine the course of action. If the absence is due to a medical condition, the student must provide a medical release from their provider prior to returning to the program. Students must be in good academic standing to be granted a leave of absence by the program. The length of the leave of absence is at the discretion of the program chair but may not exceed 9 months.

If a student is granted a leave of absence greater than 14 days during the didactic phase of the program, the student may be subject to taking and receiving a minimum score on a program knowledge exam covering material taught in the semesters prior to the leave of absence to return to the program. If the student is successful, they will be allowed to restart the program at the beginning of the semester they took a leave of absence. If unsuccessful, the student will then follow the deceleration route and will have to restart the program with the next incoming cohort.

All students granted a leave of absence are still subject to the DPT Program Progression policy. Students who are requesting a short-term (<14 days) leave of absence for a compelling circumstance (NOT for weddings, vacations, etc.) will need to meet with the Department Chair to discuss the circumstance. The Chair

will then discuss this with the faculty to determine if the student will be able to proceed without taking a formal leave of absence.

An approved leave of absence during clinical course work will follow the remediation policy and be allowed to continue rotations per an agreed-upon time of absence by the Director of Clinical Education and Department Chair. If the absence is 6 months or more, the student may be required to take and meet a minimum score on a program knowledge exam. Failure to complete this requirement would then result in deceleration as determined by the Director of Clinical Education and Department Chair.

INCOMPLETE GRADES

A grade of "Incomplete" will be submitted to the Registrar only in cases of genuine hardship when extenuating circumstances have resulted in the student being unable to complete course requirements by the end of the semester. When this occurs, the following policies are in effect:

1. See the UE catalog for the policy regarding time limits for removing Incompletes.
2. The student will receive in writing the conditions required to remove the Incomplete. An "Incomplete" grade may alter the student's progression within the professional program.

DEGREE AWARDED

After successfully completing all didactic and clinical coursework, the student will be awarded the Doctor of Physical Therapy degree.

RECORDING IN-CLASS AND LAB

Recording faculty and students by video, audio, or still photography methods is not permitted without the instructor's explicit permission before the class or lab. If an instructor grants permission, it may be a blanket approval for the entire semester or only one session. The student's responsibility is to verify whether the consent is one-time or for the semester. Individual instructors may require written approval for recording.

All recordings are for educational purposes only, and post-recording editing of the material is not allowed. Recordings may be made available only to other students in the course; distribution via social media sites is not permitted. Instructors retain the right to review any recording material, and if asked to destroy the recording, students will comply.

No recording of any type is ever permitted in the gross anatomy laboratory. Any violation of the policy on recording in-class and lab constitutes a violation of professional behavior and is grounds for a breach of professional conduct.

SELECTION OF CLASS REPRESENTATIVES

Policy: DPT student cohorts will select a class representative who will liaise between the student cohort and individual course instructors. The role of the class representative will be to gather input from classmates specific to certain aspects of a course and, on behalf of the cohort, convey that information to the course instructor.

Aspects of a course that may be addressed include assignment clarification, requests for assignment due date revisions, etc. Either the course instructor or the class representative may initiate the communication.

Within the first week of each fall semester, students will appoint their class representative for the fall-spring academic year. Class representatives may change on an annual basis. If reps should change in the 2nd and 3rd-year class, notify the operations administrator at js698@evansville.edu.

The class representative for the 1st year DPT students will notify the PT 441/541 course instructor of their appointment. The PT 441/541-course instructor will inform the remaining faculty members.

STANDARD PRECAUTIONS

Policy: Each student will demonstrate annual competence in aseptic technique, blood-borne pathogens, and standard precautions before going to a health care facility for any experiential learning activity. Students are responsible for reviewing and complying with facility-specific policies and procedures associated with clinical coursework.

Procedure: Education on standard precautions will be provided to the students in the DPT program before starting any clinical experiential learning. Suppose a student is unable to attend the mandatory class. In that case, the student must acquire the necessary information from a source approved in advance by the class's instructor. This may be accomplished by taking a suitable course from an agency such as the Red Cross or annual competencies at a known healthcare facility.

Each student must review this information independently on an annual basis before their clinical coursework. Videotapes and/or written materials are provided for this

review upon student request. The competency of this information will be assessed via a quiz.

STANDARD PRECAUTIONS IN THE HUMAN STRUCTURES SUITE

Policy: Standard precautions should be used by all faculty and students in the anatomy lab (Human Structures Suite).

Standard precautions are based on an individual's skills and interaction with cadaver body substances.

1. All cadavers must be regarded as hazardous and potentially infectious.
2. Strict handwashing must be practiced before and after each cadaver contact. SKIN (HANDS, FACE, FOREARMS, etc.) MUST BE WASHED IMMEDIATELY IF CONTAMINATED WITH BODY COMPONENTS
3. Gloves
 - a. should be worn if contact with body components is anticipated.
 - b. whenever working with bodies (cadavers) or body components.
 - c. when using wetting agent.
4. Disposable gloves should not be reused.
5. Lab coats should be worn whenever students work with cadavers or body components.
6. Additional coverings such as gowns or aprons should be worn during procedures that are likely to generate splashes, splatter, and/or aerosolization of body components and if contact with body components is expected.
7. Face shields should be worn during procedures that are likely to generate droplets, splashes, splatter, or aerosolization of body components to prevent exposure to mucous membranes of the mouth, nose, and/or eyes or when working with neural tissue.
8. Articles contaminated with body components should be handled correctly:
 - a. If disposable, be discarded in an appropriate container labeled "biohazardous waste."
 - b. Non-disposable items should be cleaned with an approved disinfectant and sterilized.
9. Care should be taken to avoid scalpel or needle-stick injuries. Used scalpel blades and needles should not be recapped or bent; they should be placed in a puncture-resistant "Sharps" container designated for such disposal.
10. Body component spills should be cleaned up promptly with a solution of 1:10 household bleach.
11. All specimens must be contained in a leak-proof plastic bag labeled 'bio-hazard.'

Faculty or students who are pregnant should strictly adhere to precautions to minimize the risk of infectious transmissions.

STUDENT APPEARANCE

Policy: Each student will maintain a professional appearance when involved in off-campus experiential, service-learning activities, and clinical courses.

Procedure: Each student in the DPT program will obtain a monogrammed polo shirt at the beginning of the fall semester of the first year in the program. This will be worn with solid color full-length slacks (not cargo style), socks, clean closed-toe dress or tennis shoes with non-skid soles, and a name tag when the student is participating in off-campus activities. **The shirt top must be tucked in or long enough that the midriff is not exposed when bending forward or raising the arms overhead.** Body jewelry is limited to discrete earrings. Tongue studs are not appropriate. Body art should not be visible; nails must be short and clean with clear nail polish. Hair must be within a naturally occurring color range.

STUDENT EMPLOYMENT

Policy: Students who find employment as an aide/technician in a physical therapy department or other health care setting during the academic year or in the summer must make themselves aware of the laws and regulations of the state in which they are employed. As the duties of these employees vary in different facilities, the student must understand state regulations that concern such positions. Indiana law does not allow an aide to administer patient treatments. Appropriate activities for an aide or technician include patient transport, preparing the patient and the treatment area, and cleaning and maintaining equipment and treatment areas. Under no circumstances should an aide or technician document interventions in patient records. A student may not represent themselves as an SPT (Student Physical Therapist) except during official UE-sponsored clinical affiliations. The professional liability coverage provided by the University of Evansville does not apply to student employment situations.

STUDENT FEES

Policy: Each student will pay department programmatic fees for using the laboratory equipment and the issued personal laboratory supplies.

Procedure: Every student in the DPT program will be assessed programmatic fees at the beginning of each semester in the professional program. The fee will be determined annually by the Physical Therapy faculty. It will be based on the costs of equipment issued to the student during the semester and the cost of disposable supplies utilized in laboratory courses and online resources such as the Clinical Performance Instrument (CPI). The Office of Student Accounts will collect the fee.

STUDENT RIGHTS

Policy: Students in the Physical Therapy program are entitled to the same rights as any other University of Evansville student.

Procedure: Students' rights and responsibilities are communicated in writing via the University Student Handbook. Rights and responsibilities unique to students in the Physical Therapy program may be found in the DPT Student Handbook.

STUDENT SAFETY

Policy: The University and the DPT program seeks always to ensure student safety while the student is on and off-campus. Students are expected to adhere to all general campus policies dealing with safety. The University is not responsible for any injuries incurred by a student while traveling to or from a clinical site or off-campus educational or volunteer experiences.

Procedure: The Residence Life and Safe Living sections of the University Student Handbook contain crime prevention tips and security services offered on-campus. This handbook also encourages students to participate in their safety and the safety of others. A document that describes the on-campus security is available on the University website.

The Stone Center Emergency Manual and emergency contacts are posted in the physical therapy laboratory (3103), classroom (4058), and online at pt.evansville.edu. Upon request, campus security and Stone Center Security will provide an escort after dark.

All electrical equipment utilized in the Physical Therapy Department is checked once a year for electrical safety. (See policy and procedure on independent lab practice and laboratory safety.)

Full-time students are eligible for free healthcare at the Crayton E. and Ellen Mann Health Center on campus. Basic first aid, medications, and treatment for minor illnesses are provided. A registered nurse is available during regularly scheduled hours. The University recommends that all full-time students have health insurance. Students enrolled in the professional programs are required to have health insurance.

Students participate in various off-campus educational experiences, including laboratories, experiential opportunities, and clinical coursework. During these experiences, student safety is enhanced through supervision by an academic faculty member or a clinical faculty member. Should a student be involved in a motor vehicle accident to or from a clinical site or experiential learning opportunity,

the student should notify the appropriate authorities. The student should also inform the instructor of the record and the clinical faculty if appropriate.

SUBSTANCE ABUSE

Due to the nature of the practice of physical therapy, it is necessary to safeguard clients from impaired performance associated with substance abuse. This abuse may involve prescription or illicit drugs or alcohol. Recognizing abusive behaviors can be difficult. However, students need to realize their personal and professional responsibility and accountability regarding this issue. Furthermore, students should be aware that their behavior in the classroom and clinic is observed and open to interpretation and intervention. Each student's responsibility is to be mindful of the current policies regarding drug and alcohol abuse published in the University of Evansville Student Handbook. The Physical Therapy Department reserves the right to request drug screening when suspected of substance abuse. Students may also be required to complete a drug screen before or during full-time clinical coursework in compliance with the clinical facility's policy.

USE OF THE HUMAN STRUCTURES SUITE

Policy: Everyone using the Human Structures Suite must obey the rules of the lab. Physical therapist students enrolled in Gross Anatomy (PT 431/531) may use the anatomy laboratory after scheduled class hours **ONLY** in groups of two or more students. Students are not allowed in the lab alone after hours.

Procedure:

1. A minimum of two persons must be present.
 - a. Students must return the room to an orderly state and equipment to its proper location following use.
2. Students must wear lab coats, face shields, gloves, and closed-toe shoes when performing or observing dissection in the gross anatomy lab.
3. An eyewash/shower station is in place should there be accidental exposure to hazardous material or body substances. A suspected exposure accident report should be filled out – see Lab Safety and Chemical Hygiene Plan Appendix D.
4. A wetting solution should be applied to any areas of the cadaver that become dry. Wetting solution is stored near the ventilation hood.
5. Areas of the cadavers that are not being dissected should be wrapped according to the lab policy and stored with the cadaver of origin unless otherwise specified by the primary instructor. **DO NOT MIX CADAVER PARTS.**
6. Facial structures should always be covered as instructed.
7. When covering arms and feet, wet thoroughly and cover according to lab policy.

8. All other body parts should be wet thoroughly and well covered with skin or as directed by the lab instructor.
9. All tissue must be returned to the cadaver of origin for storage.
10. All dissected areas must be thoroughly saturated and covered if possible.
11. Before closing the vault, soak the cadaver with a wetting agent and cover according to lab policy.
12. Vault and dissection areas should remain clean.
13. Dispose of all scalpel blades in the appropriate receptacle.
14. Cadaver materials should be treated respectfully, including the use of appropriate dissection methods.

IN CASE OF EMERGENCY CALL 812-855-2421 or 2425 and REPORT THE LOCATION, PROBLEM, and NEED.

Any violation of this policy or applicable procedures will result in counseling and subject the individual to possible disciplinary action, including dismissal from the laboratory experience and resulting in grade deductions or course failure.

In Case of Prion Disease Concerns

The following guidelines should be followed for the safety of faculty and students if there is a concern over the possibility of cadavers with suspected prion diseases. The following precautions should be implemented to minimize the risk of exposure:

- Cuts and punctures should be avoided by minimizing the use of sharps, including knives, scalpels, blades, and needles.
- Personal protective equipment should include:
 - Full face shields with risk of splashes, splatter, sprays, or aerosolization (see: <http://www.face-shields.com>)
 - Fluid barrier masks (surgical masks) with risk of splashes, splatter, sprays, or aerosolization
 - Disposable latex or nitrile gloves or Wrap-around or solid front gowns
 - No street clothes (dress in scrubs or forearm covers)
 - Shoe covers
 - The surgical headcover, if warranted due to aerosolization
- Wherever possible, the equipment used for work with prions should be dedicated to that task alone
- All students should be informed and aware that prions may be present in the lab
- Procedures for the effective decontamination of reusable personal protective equipment, re-usable equipment, surfaces, and other lab space are found in the Laboratory Safety and Chemical Hygiene Plan for Physical Therapy

USE OF RESEARCH SUBJECTS

Policy: All research using human or animal subjects requires approval by the Institutional Review Board. All research in the Physical Therapy Department will comply with the U.S. Department of Health and Human Services policies and the University of Evansville.

Procedure: Research proposals involving human or animal subjects must be submitted to the Institutional Review Board.

The guiding principles for research using human subjects are found in Title 45, part 46 of the Code of Federal Regulations. For animals, the principles are found in Title 9, Chapter 1, Subchapter A of the Code of Federal Regulations, and Title 7 of the United States Code, sections 2131-2156 (Animal Welfare Act).

The faculty sponsor of the research may approve collecting data for pilot work. Any questions regarding the conduct of research should be addressed to the Institutional Review Board.

UNIVERSITY RESOURCES

Bookstore	Ridgway	812-488-2678
Career Center	234 Ridgway	812-488-1083
Counseling Center	2nd floor, Ridgway	812-488-2663
Financial Aid	Room 105, Olmsted	812-488-2364
Health Center	Sampson Hall	812-488-2033
Human Resources	Room 118, Olmsted	812-488-2943
Library	Clifford Memorial	812-488-2482
Office of Technology	Room 168, Library	812-488-2077
Parking Services	General Services	812-488-2052
Registrar	Room 116, Olmsted	812-488-2052
Security	General Services	812-488-2052
Student Accounts	Room 105, Olmsted	812-488-2565
Student Affairs	Room 264, Library	812-488-2605
Veterans Affairs	Room 116 Olmsted	812-488-2364
Writing Center	Room 253, Library	812-488-2218