

**SLIPPERY ROCK  
UNIVERSITY  
DPT PROGRAM**

Student Handbook

**FALL 2020**

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*The student handbook is a supplement to the Slippery Rock University Graduate Catalog and policies of Affirmative Action, ADA, drug free environment and sexual harassment.*

This document is subject to revisions without notification.

## INTRODUCTION

Welcome to the Graduate School of Physical Therapy (GSPT)! You have been selected as one of our graduate DPT students based on our confidence in your past achievements and potential for future success. We are strongly committed to assist you in becoming a professional physical therapist. One of our first responsibilities is to orient you to the GSPT mission and your role as a student in a professional program. The purpose of this handbook is to help us achieve that goal. Become familiar with the handbook and keep it for reference. This document is intended to supplement the information contained in the Graduate Catalog for Slippery Rock University which can be found on the SRU website. ***Students are responsible*** for knowing and observing the policies and procedures in these two documents. Information in the Student Handbook of the School of Physical Therapy is subject to modification as deemed necessary by the faculty and the University. *These modifications will take effect upon notification of students.*

The GSPT strives to provide a framework that fosters the development of highly competent practitioners providing general physical therapy services and delivering quality patient care in a variety of practice settings. This program framework includes a combination of classroom and clinical learning experiences designed to promote development of a strong background in the basic sciences, pathology, kinesiology, and the clinical sciences. Acquiring the appropriate knowledge, psychomotor skills and essential critical thinking abilities will help enable you to meet the variety of challenges presented in clinical practice.

Your education will equip you with a strong foundation to prepare you for practice in a rapidly changing health care environment. Physical therapy is a profession that requires clinicians to be responsible for developing and modifying a plan of care to meet each patient's needs. This means that ***your ability to*** think critically, communicate effectively, perform comprehensive patient examinations, intervene appropriately ***and demonstrate professional behaviors as a student must reflect those expected of a licensed professional in physical therapy.*** Professionalism is of utmost importance to the physical therapist. Characteristics demonstrated by a professional include the following:

- Integrity
- Reflective
- Dedication
- Motivation
- Flexibility
- Responsibility
- Effective Communication Skills
- Leadership
- Respect
- Ethical Conduct

## **SRU DPT Vision Statement**

Graduates will serve the global society as movement system specialists, promote health and wellness, and contribute to the advancement of the profession.

## **SRU DPT Mission Statement**

The mission of Graduate School of Physical Therapy at SRU is to prepare physical therapists to:

- provide competent, person-centered care as part of a collaborative, inter-professional team.
- engage in evidence-informed practice utilizing critical thinking skills and a drive for life-long learning.
- provide ethical and culturally competent care informed by respect for all individuals and the goal of improving population health.
- advocate for equitable access to quality healthcare for all persons and be socially and fiscally responsible professionals.
- Contribute to the profession through scientific inquiry, leadership, and service.

## **SRU DPT Philosophy Statement**

**We believe that the field of Physical Therapy** will continue to represent a challenging endeavor that will focus on the efficient delivery of a variety of health care services to a diverse population of consumers whose needs will include optimizing function, education, prevention, and promotion of wellness. This requires professional involvement, community service, research, and life-long learning.

**We believe that Physical Therapy Education** must produce entry-level doctoral level graduates that are proficient in the foundational, clinical and behavioral sciences. The educational process must provide a fertile environment for critical thinking, self-inquiry, active learning, service learning and cultural sensitivity, with the modeling of responsible and ethical behavior. This requires collaborating with colleagues for the professional exchange of information.

**We believe that Faculty** must be ethical and competent role models for students through participation in clinical practice, research, university governance, and professional activities. Faculty will be deeply committed to serving as student mentors to produce graduates who recognize the competent administration of patient care as a privilege and a critical service to society.

**We believe that Patients** are deserving of the highest quality of care by physical therapists and student physical therapists who demonstrate respect, compassion, and cultural sensitivity regardless of the patient's physical, mental, and/or socioeconomic status. We also believe that all patients must provide informed consent and are empowered through education and intervention to manage their condition.

## **SRU DPT Program Goals**

- (1) Produce graduates who will make sound integrative clinical and administrative decisions and emulate professional standards.
- (2) Produce competent, reflective, collaborative practitioners who provide evidence-based care and health promotion services with compassion and respect in a variety of clinical, cultural and socioeconomic contexts.
- (3) Provide a high quality DPT curriculum and learning opportunities to meet program outcomes and prepare physical therapists who demonstrate competent, ethical, evidence-based practice and professional behaviors.
- (4) Provide excellent teaching and learning environments for faculty and students.
- (5) Support program faculty development in teaching excellence, scholarly growth and professional service.
- (6) The DPT program will be a community resource for health and education information.
- (7) Identify and utilize local, national, and international opportunities for students to engage in professional exchange and development.
- (8) Core DPT faculty will serve as scholars, leaders, and role models to achieve program excellence.
- (9) Provide students with increased opportunities to learn about and from other health professionals, including SRU students, engaged in health care-related programs outside of physical therapy.

## **SRU DPT Outcomes**

### **Program Outcomes:**

Graduates of the DPT program will demonstrate:

#### Professional Communication

1. Effective oral and written professional communication, in all contexts, for purposes of education, consultation, patient management and developing professional relationships.

#### Science Integration

2. Integration of knowledge of biological, physical, behavioral, and clinical sciences for clinical decision making.

#### Competent Performance of the Patient/Client Management Model

3. Competent performance of each element of the APTA patient/client management model, including clinical decision making for differential diagnosis, intervention and appropriate referral.

#### Cultural Competence

4. Promotion of optimum health and function to a culturally diverse patient/client population.

#### Evidence-Based Practice

5. Capability to critically evaluate the professional literature to become evidence-based practitioners and demonstrate basic competence in research processes.

#### Leadership and Business Practices

6. Effective leadership and business practices in physical therapy.

#### Professional Behavior

7. Professional behavior consistent with ethical and legal standards of the profession.

#### Continuous Growth

8. Continuous professional and personal growth to advance professional competence, career goals and the profession.

### **Faculty Outcomes:**

Faculty of the DPT program will demonstrate:

9. Professional behavior including involvement in professional associations and continued professional development.
10. Scholarship activities appropriate for institutional expectations related to tenure and promotion.
11. Involvement in service activities for the program, the University, and the community.



### **Student Outcomes:**

Graduates of the DPT program will:

12. Successfully meet program outcomes and earn Doctor of Physical Therapy (DPT) degree.
13. Pass the Federation of State Board of Physical Therapy (FSBPT) licensure examination and be eligible to practice as a physical therapist in the state of his/her choice.
14. Obtain employment as a licensed physical therapist.

The GSPT Vision, Mission and Program Outcomes are consistent with the Vision 2020 Statement of the American Physical Therapy Association (APTA). Please go to the APTA website at [www.apta.org/vision2020](http://www.apta.org/vision2020) and read the vision statement.

The SRU DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-684-2782 or 800-999-2782; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org).

Comments can be mailed to: APTA, Attention: Accreditation Department, 111 North Fairfax Street, Alexandria, VA 22314-1488; Faxed to 703/684-7343; or e-mailed to [accreditation@apta.org](mailto:accreditation@apta.org). Procedures for filing a formal complaint regarding accreditation are available at <http://www.capteonline.org/Complaints/>.

## Graduate School of Physical Therapy Faculty and Staff

*Office hours are posted outside the faculty member's office door.*

Faculty/Staff - Position	E-mail	Phone
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***Temporary faculty supplement full-time faculty in the DPT program. Contact information will be provided on course syllabi.***

## PROFESSIONALISM

### Policy for Student Responsibility

Physical therapy is a demanding profession and requires the highest levels of professional values and ethics, critical thinking skills and clinical decision-making, creativity, and communication. It requires examination, evaluation, diagnosis, prognosis, intervention skills, the ability to assess patient outcomes and the education of patients and their families. Therefore, preparation for this profession requires a rigorous intellectual and holistic approach. Your acceptance of candidacy for the Doctor of Physical Therapy (DPT) degree implies that you have made a commitment to the extensive education that is required. Having made the informed decision to pursue the physical therapy profession, it is critical to be a responsible and active participant in your educational preparation. You must take your responsibility for learning seriously so that you can provide physical therapy services to consumers in a safe, competent and beneficial manner.

A smooth transition from an undergraduate to a graduate professional program can be aided by understanding the different roles of the faculty in this environment. In a professional program such as this, *faculty instructors are facilitators of learning and not vendors of facts*. In order to meet the objectives of the Slippery Rock University Graduate School of Physical Therapy and the demands of the profession of physical therapy, the faculty advocates and uses active learning methods. These methods require the student to pursue relevant information and solve problems independently and within a group of peers rather than relying on faculty to convey all the necessary knowledge. In addition to this increased emphasis on student directed learning, examinations, especially in higher-level courses, will focus on the application of concepts rather than strict recall of facts.

Students should treat the DPT program much as they would a full-time job. They are expected at minimum to be available for classes and program activities from 8am – 6pm Monday through Friday. In addition, there may be program-related activities outside of that time frame including evening/weekend classes or clinical competency exams. Changes of the schedule to accommodate special learning opportunities that arise or to compensate for class cancellations due to unforeseen events are possible. Students should recognize the need to be flexible and to make themselves available for all scheduled DPT activities.

It is the student's responsibility to make an appointment to meet with his/her faculty advisor within the first 3 weeks of matriculation in the program. In addition, any time performance on exams or assignments earns less than the equivalent of a grade B, the student is expected to meet with both the course instructor and their faculty advisor to develop a study plan to rectify the problem.

The student is expected to:

- Be prepared for all learning experiences
- Accept and offer constructive, objective communications
- Initiate learning and seek necessary guidance/assistance
- Display intellectual curiosity and a commitment to learning

- Demonstrate academic competence
- *View educational commitment as a full-time job*
- Have courtesy, tact, patience, respect and a sense of humor
- Have a willingness to volunteer and explore
- Display creativity and sensitivity
- Maintain professional attire and character
- Be responsible and reliable
- Effectively use time and available resources
- Represent self, peers, faculty, the DPT Program and the University in a positive manner
- Display enthusiasm for the profession and for learning

### **Professional Student Behavior**

Students are expected to adhere to GSPT and SRU standards and regulations related to conduct and professional behavior as elucidated in the GSPT DPT Student Handbook AND the SRU Student Handbook. Infractions, should they occur, may be referred by GSPT DPT faculty to the SRU Judicial Programs office on campus for resolution. For information regarding the role and processes of the SRU Judicial Programs, please see the website: <http://www.sru.edu/studentlife/OSCRS/Pages/AdjudicationProcedures.aspx>

Note: For expectations of students specific to clinical rotations, refer to the SRU GSPT Clinical Education Program Manual.

**ATTENDANCE EXPECTATIONS** - The faculty of the GSPT expect regular attendance in classes. If you must miss class, you should inform your instructor in advance when possible. You are responsible for any content and assignments in class and, if absent, you should obtain notes and other missed information from a peer. Please check your course syllabi for requirements regarding absenteeism. Failure to attend classes is not only unprofessional, but may result in lowering of your overall grade for the course.

**EXPECTATIONS FOR CLASS PARTICIPATION** - Faculty expect you to independently prepare for classes. Not being prepared for classroom discussions and activities may result in an inability to stay abreast of your coursework and is unprofessional. Participation encompasses asking and answering questions in lectures and labs, completing in-class and out of class activities in a timely fashion and maintaining positive interactions with faculty and peers.

**PROFESSIONAL COURTESY - ACKNOWLEDGE YOUR INSTRUCTORS BY SURNAMES AND APPROPRIATE TITLES ONLY** - e.g., Dean; Doctor; Professor; Mr.; Mrs.; and Ms. - As a student physical therapist, your guidelines for practicing professional courtesy begin with courteous behavior toward faculty, staff and students. The same professional courtesy must be extended to hospital staff, clinical instructors, clients and patients as you progress toward clinical practice. General policy in the clinic is to address all individuals of your age or older by their surname unless given permission by them to use their first name.

PROFESSIONAL ATTIRE - An important part of professionalism is dressing appropriately. *The GSPT faculty expects students to voluntarily adhere to an established Dress Code policy for DPT students. However, if necessary, faculty will enforce the policy.* Please refer to the Dress Code policy for specifics.

Examples of Unprofessional Behavior:

The following are examples of unprofessional behavior were observed by Faculty/Clinical Instructors (not necessarily observed of SRU DPT students):

- Allowing cell phones to ring during class or meetings.
- Inappropriately using electronic devices during class, labs or meetings.
- Talking/whispering or passing notes during class or meetings.
- Texting or otherwise using cell phones for personal activities in class or when treating a patient.
- Leaving the room during class or clinic to answer a cell phone.
- Inappropriate attire such as visible underwear during laboratory competency exam, in class or in the clinic.
- Inappropriate attire in the clinic including crop tops and low-ride slacks that expose midriff when student bends over/sits down, blouses that expose cleavage when student bends over, jeans, open-toe sandals, body jewelry, etc.
- Rude comments made to and about other students, faculty and others.
- Using inappropriate language in class or clinic. *Words that are in common usage on a social level are often inappropriate in a professional setting.*
- Being chronically late to class or other activities.
- Habitually leaving the room during lectures, presentations, exams/quizzes or other activities.
- Sleeping in class.
- Not meeting responsibilities or completing assigned tasks.
- Inability to graciously accept constructive criticism from faculty or clinical instructors
- Not educating ones-self about proper policies and procedures.
- Not following proper policies and procedures in class or in the clinic.
- Not respecting property of classmates, faculty, facility or others.
- Not respecting established boundaries such as using department copier, staff computers, departmental materials and equipment without permission.
- Misrepresentation, lying or dishonesty.
- Plagiarism or using another student's work.

- Not informing the appropriate faculty member or the program director when equipment, tools, materials, or specimens are inadvertently damaged.
- Studying for another course while in class or laboratory.
- Inattentiveness as demonstrated by doing crossword puzzles, playing solitaire or other games on a cell phone, or reading a book during class.

### **Appropriate Line of Communication**

It is important in all professional settings to use the appropriate line of communication, sometimes called the ‘chain of command’. Circumventing the appropriate line of communication, at best, causes confusion. At worst, it causes major problems and can take a great deal of time to remedy. Skipping a step in the line of communication should only be done in rare exceptions. One exception would be if the issue is personal and you do not want to share it with others in the line of communication. Another exception would be if you feel too intimidated to contact the appropriate person. This is not the same situation as feeling some discomfort at addressing the issue, because addressing issues is often an uncomfortable situation. However, professionals need to be able to do this while still maintaining effective professional working relationships.

The appropriate line of communication for students in the GSPT is:

1. First person(s) to contact (depends on the issue):
  - a. If the issue applies to the class as a whole, then take it to the elected class officers who will consolidate input from the class and take the next step
  - b. If the issue applies to only one or a few students, and it is regarding a specific course or a specific instructor, discuss with that instructor
  - c. If the issue applies to only one or a few students, and it is broader than one course or instructor, then discuss directly with the department chair.\
2. Department Chair – if not resolved satisfactorily at step 1
3. College Dean – if not resolved satisfactorily at step 2
4. Provost/Vice President for Academic Affairs - if not resolved satisfactorily at step 3

At any step in the process, remember that you can also contact your faculty advisor for advice on how to handle situations or how to follow the line of communication.

Refer to your Clinical Education Manual for the line of communication for these issues.

## **Recordings**

Students must seek approval from instructors or guest speakers to record them (video/audio) during class activities. No recordings are permitted without permission.

## **Electronic Devices**

Electronic devices such as tablets, iPads and smartphones are not to be in use during class or laboratory sessions unless they are being used as part of the course activities. Should the course instructor or guest speaker request that electronic devices be turned off during class and lab sessions, students must comply except in those rare instances where a particular student may have special permission to use electronic device to aid with a disability that has been certified by the Office for Students with Disabilities.

## **Student Dress Code**

### Classroom Attire:

Clinical attire is one means of identifying yourself as a professional in physical therapy as well as a representative of Slippery Rock University. Appropriate attire for lecture is the same as would be appropriate for most physical therapy clinics (see below). "Clinical" attire will be required for all classes unless laboratory clothing is specified by the instructor *a priori*. Certain situations will exist where higher standards of dress are expected (i.e. guest speakers and off-site visits). Attire worn by students should be conservative and assure that students can simulate clinical activities without restriction and exposure of cleavage, the midriff or under garments.

The list provided here is not all-inclusive and is provided for guidance only. If there is any doubt about whether something is or is not appropriate to wear to lecture, *ask yourself this question: "Would I wear this to my first day of work as a physical therapist in a clinic?" If not, then you should not wear it to class.*

The guidelines for appropriate classroom attire are as follows:

### TOPS

Polo shirts  
Collared shirts  
Cardigan, pullover sweaters/blouses

### SHOES

Close-toed shoes  
Dress sandals (*summer term only*)

### BOTTOMS

Khaki pants/slacks  
Dress slacks  
Skirts: knee length or longer  
Knee-length khaki-type shorts  
(*summer term only*)

### JEWELRY

*No body/face/tongue jewelry*  
No large drop/dangling earrings  
No rings that might scratch patients

### Clinical Laboratory Attire:

Clinical laboratory sessions will generally require special attire. Attire should not have logos from other school or companies and should be consistent with the style of GSPT DPT clothing. Any DPT or SRU logos should be discrete. Acceptable colors are *dark, forest green, black, white* or gray. Clinical laboratory attire is *limited to the following:*

#### TOPS

Approved GSPT DPT T-shirts  
Black/Green Sports Bra  
Approved GSPT DPT Cardigan  
Approved GSPT DPT Sweatshirt  
Approved GSPT DPT Tank tops

#### BOTTOMS (Plain, GSPT or SRU)

Mid-thigh shorts (black, green or gray)  
Athletic slacks (black, green or gray)  
Sweat pants (black, green or gray)  
Warm-up pants (black or green)

#### SHOES

Closed toed shoes  
Sneakers (neat & clean)  
Dress sandals (*summer term only*)

#### JEWELRY

Conservative jewelry (no dangle)  
No body/face/tongue jewelry

In some cases, there is little time to change between lectures and clinical science labs. In these instances, instructors may give students permission to wear appropriate lab attire to lecture. *Only then should students wear lab attire to lectures.*

### Gross Anatomy Laboratory Attire:

It is recommended that students wear scrubs both top and bottom in the Gross Anatomy lab and cover these with a white laboratory coat. Since it is cool in the laboratory at all times, you may elect to wear a sweater or sweatshirt under the white coat. A regular knit stocking cap may be worn in the gross anatomy lab if desired.

### Special Events

For special events and all off-site visits, the usual classroom (not laboratory) dress code should be followed unless the instructor provides specific instructions for dress. *No sneakers or sandals are allowed for off-site visits.*

### Fingernails

Fingernails should be clean and trimmed to avoid scratching a patient. Artificial nails are inappropriate for the clinical setting and are not permitted in GPST classrooms and labs.

### Facial Hair

Beards and/or mustaches must be close cut and neatly trimmed.



### Examples of Unacceptable Attire:

Tank tops (except in clinical labs)	Low cut tops
Spaghetti strap tops	Low cut slacks
Halter tops	Crop tops
Denim jeans	Overalls
Body/face piercing jewelry	Large, dangling earrings
Visible thongs/other undergarments	Hats (except beanies in Gross Lab)
T-shirts, etc. with non-SRU or large, exaggerated logos /text/pictures	

*Colognes, perfumes, aftershaves, and scented lotions should be kept to a minimum.*

### Casual Days

Casual days may occur twice a month with Program Director approval. This approval should be sought by the Class President. The only deviation from the aforementioned dress code during casual days is that *jeans* are permitted. It will be up to the discretion of each class to decide if this event will be a fundraiser.

### Dress Code Enforcement

Students are expected to voluntarily adhere to the established student Dress Code and failure to do so may be considered unprofessional behavior. If necessary, the Dress Code will be enforced by the faculty of the GSPT. The first offense will result in a warning that the student has violated policy and may not be allowed to attend class in the future unless appropriately attired. In addition, all GSPT faculty will be advised that the student has violated the dress code and has received a warning. If the student continues to violate the Dress Code, the program director will issue a Provisionary Warning indicating that the student is in danger of being dismissed from the program for unprofessional behavior. The matter may also be referred to the SRU Office of Student Conduct for resolution. Should it not be possible to satisfactorily resolve this issue and further violations occur, the student will be required to appear before the GSPT Committee on Academic Review and Promotion (CARP) as part of the committee's deliberations to determine if the student should be dismissed from the program for unprofessional behavior.

### **Class Officers**

Each entering graduate class of Doctor of Physical Therapy students is organized as a group or club. Each class has officers who are elected by their peers. Holding a class office is an important responsibility. Class officers are expected to be leaders and effective role models for the student body. Class officers should also function as efficient avenues for student concerns to be addressed and to facilitate communication between students and faculty. While class officers are elected by their classmates, the faculty must approve candidates before elections are carried out. In addition, class officers who do not fulfill their roles or who are experiencing academic difficulties may be removed as officers by the CARP (faculty Committee on Academic Review and Probation) if deemed appropriate and in the best interest of the student and/or the class.

### **Student-Faculty Meetings**

Group meetings between the department chair and graduate students may occur by appointment.

To remain on-task with objectives, the following guidelines should be maintained:

- a) Issues to be discussed will focus on curricular and/or programmatic issues only.
- b) Issues regarding personal concerns will not be discussed in a public forum. However, improprieties in conduct, professionalism, and/or teaching should be reported immediately to the chair.
- c) Concerns and suggestions must be made using constructive language and students/officers are encouraged to provide specific solutions to identified problems. It is vital that students assume a participatory role in the decision-making process and the resolution of problems.
- d) The ultimate purpose is to provide a venue for graduate students to express an interest in improvement of the program and/or to enhance the educational experiences provided to students.

## **GENERAL DPT PROGRAM INFORMATION**

### **Email between Faculty and Students**

Satisfactory communication with students is important and each faculty member will inform students of the communication methods that will be used between instructor and students. It is departmental policy that DPT faculty will address all emails to students using the student's SRU email. In addition, it is also departmental policy that students will address all emails to faculty using the faculty member's SRU email address unless otherwise directed by the instructor. This is true even when students are responding to a faculty email sent from an email address other than the faculty member's SRU account.

### **Phone Tree**

At the beginning of the fall semester, the secretary of each DPT class develops a phone tree for his/her class to be used by the class and the faculty anytime there is some urgency in contacting students. This list will include students' cell phone numbers, cell phone provider names and whether the phone is obtained as a prepaid or contract with the provider. Faculty can utilize the phone tree information to send text messages to students for a variety of reasons, but only when it is judged that contact by email is not adequate. For example, a student phone tree might be used if it is necessary to cancel a class scheduled for early the next morning or there is some type of incident or emergency students should know about right away.

### **Confidentiality**

The GSPT faculty highly respects the importance of maintaining the confidentiality of its students and adheres to all FERPA regulations. Student records are confidential as are their test, quiz and assignment results.

*It is the policy of the GSPT that faculty and staff will NOT share confidential student information with other students, with parents or other family members of the student, with the student's friends or anyone outside university faculty and staff including clinical sites unless the student has given their permission in writing.* Should the student provide GSPT faculty with written permission to share confidential information, the type and limits of that information must be included in that written permission. Accordingly, GSPT faculty must only disclose the information specified in the written permission provided by the student. Student addresses, phone numbers or class schedules will not be provided for anyone not working for the university and then only if the situation warrants such disclosure.

### **University Common Hour**

Each Tuesday and Thursday during the fall and spring semesters there is what is known as common hour. The common hour, which is really longer than one hour, begins at 12:30pm and ends at 1:45pm. No classes can be scheduled on Tuesdays or Thursdays between 12:30 and 2:00pm. Common hours are intended to assure that there are at least two time periods each week when faculty and students can attend meetings or special events without interfering with class schedules.

Faculty may schedule clinical competency exams over a common hour but students will have the opportunity schedule their individual competencies before or after common hour the same day if they choose.

### **Faculty Office Hours**

Core faculty members hold office hours at SRU for at least five hours over three separate days each week during the fall and spring semesters except during breaks. Core DPT faculty members will post office hours on the outside of their office doors. If a faculty member is unable to keep office hours for any reason, notification that office hours have been cancelled or rescheduled will be posted on the faculty member's door. Part-time faculty do not always have specific office hours and should be contacted via email to make arrangements to either discuss concerns or ask questions using email, phone or an on campus meeting.

### **Academic Calendars**

The SRU academic calendar is located online and can be accessed from the SRU homepage. Students can refer to this calendar when scheduling their activities. However, the SRU calendar does not include GSPT events and meetings. Therefore, a DPT academic calendar is made available to students each fall for their convenience. Copies of the DPT academic calendar are available in the main GSPT office.

## **PT Building and Equipment**

The PT building has extended hours during the week and on weekends for the convenience of DPT students. However, it is the responsibility of students using these spaces outside of class time to assure that lights are turned off and the classroom and lab doors are appropriately locked when they leave.

The Physical Therapy Building hours are (subject to change):

Fall/Spring Semester:	Monday-Thursday	7:30-12midnight
	Friday	7:30-8pm
	Saturday	9am-10pm
	Sunday	9am-11pm
Summer Semester:	Monday-Thursday	7:30am-12midnight
	Friday	7:00am-8pm
	Saturday	9am-10pm
	Sunday	9am-11pm

## **Gross Anatomy Lab Access Policies**

Student access to the gross anatomy lab is restricted and is controlled and monitored with a computerized card swipe system. Only the department chairperson, the lab director, first year students taking a gross anatomy course and GPST graduate assistants have direct access to the gross anatomy lab. To assure the security of the cadaver lab and the safety of DPT students, the only students allowed to enter the gross anatomy lab alone are the anatomy graduate assistants. All other students must enter and work in the lab with at least one other person. The gross anatomy lab is accessible to first year students during regular office hours. Outside of regular office hours, first-year students are only allowed to enter the gross anatomy lab with the approval of a GSPT graduate assistant and only while that GA remains in the PT building. Photographs/images may **NOT** be taken in the Gross Anatomy lab. No phones or other devices are allowed in the lab without instructor's approval.

## **Student Access to Clinical Science Labs**

The Procedures Lab (Room 233) and the Plinth Lab (Room 116) are available for student practice any time the building is open and there are no classes or labs in session. Students can access the labs using their swipe cards. If access is denied or the swipe card system is malfunctioning in any other way, students are asked to notify the GSPT department secretary to rectify the problem.

## **Student Access to Clinical Science Equipment**

Students must have faculty approval to use clinical science equipment outside of class/lab sessions. Faculty giving approval for students to use this equipment must make arrangements to have equipment in a locked storage space made available to students. Students are responsible for equipment used outside of class time and must clean and properly store it in good condition. Any breakage or malfunction of equipment must be reported to the faculty member granting access and/or the departmental secretary

immediately so that repairs or replacements can be arranged.

### **Respect for Others Using the PT Building**

It is important that students and faculty respect those persons using or working in the building at all times. Do not ask the custodians to open classroom doors for you at any time. They do not have the authority to do so and asking them puts them in an uncomfortable position. If you need to get into a classroom or lab that is locked, please ask a GSPT faculty member, the departmental secretary, or the staff in the Dean's office to unlock the door. If there are two doors to a room and you have received a key to unlock the door, please be sure to unlock both doors. *Students are not to use items to prop locked doors open or disable door locks at any time.* Some doors in the PT building require the use of an identification swipe card and these are associated with alarms. Be sure to quickly shut any doors requiring a swipe card to avoid sounding the alarm. If any door requiring a swipe card is malfunctioning, please notify the PT office immediately.

Please keep in mind that other people using the hallway should not be inconvenienced because students are obstructing passage. Be sure to make room for people using the hallways without being asked. In addition, those individuals who are in class or who work in adjacent spaces should never be disturbed by activities in the hallways. Therefore, please respect others by being as quiet as possible in the proximity of offices and classrooms in use.

Students have access to various spaces in the PT building outside of class time including the Physical Therapy computer lab, the Student Lounge and laboratories. Students are responsible for clean up when finished using the facilities. Refrigerators and microwaves are available in the Student Lounge for student use, but students have the responsibility of maintaining these appliances in sanitary condition.

### **Complaints**

Complaints about the DPT program should be addressed to the GSPT Chairperson. Formal complaints will be addressed by the chairperson within 14 days. If the matter is not satisfactorily resolved at that time, it will be referred to the CHES dean for resolution. If necessary, the matter will be forwarded to the SRU Provost for final resolution. There will be no repercussions due to a student submitting a complaint(s).

## **SAFETY**

### **General**

Students are expected to take reasonable precautions to protect the health and safety of themselves and others in the PT building or during clinical rotations. Students should follow standard precautions in the lab such as hand washing and the use of a face covering if infected with a cold. Each classroom and lab is equipped with a hand sanitizer dispenser and students are encouraged to use these at minimum when entering and leaving the room.

### **Fire Alarms**

Students may not remain in the building in the event of a fire alarm. Proceed to the nearest exit immediately and remain outside the building until the all clear has been given.

### **Emergency Response**

In the case of an injury or illness of a student or any other individual, the student is to contact a GSPT faculty member immediately. If a faculty member is unavailable, contact the GSPT secretary or the staff in the CHES dean's office. Should the injury or illness occur outside of regular office hours or a SRU faculty or staff member is not in the building, call the SRU Campus Police at 724-738-3333. They will dispatch an ambulance and medical assistance and will respond to the location right away.

### **Emergency System**

Throughout the PT building, and other campus buildings, there are several emergency boxes. These boxes are stainless steel in the front and blue on the sides. In case of emergency, press the RED button on the front. You will hear directions for leaving a message and will be informed that a police officer is being dispatched to your location. You may be asked specific questions about the situation through the box.

If you accidentally press the RED button, you can leave a message that there is no emergency, the button was pressed by mistake and that a police officer response is not necessary.

### **Handling and Storage of Hazardous Materials**

All potentially hazardous materials must be carefully and appropriately used and stored by GSPT students and faculty. Any questions about usage or storage of suspected hazardous materials should be directed to GSPT core faculty, the chairperson or, if necessary, the SRU office of Environmental Health and Safety at 724-738-2055. The related SRU policy can be accessed on the SRU website.

## **ACADEMIC HONESTY / HONOR SYSTEM**

As a student in the GSPT, you accept the responsibility for honesty in the learning process. Students are therefore, expected to consistently demonstrate academic honesty. This expectation is based on established university policies on academic integrity. These policies identify the following as *examples* of academic dishonesty:

- Using improper methods of citation when using literature (plagiarism).
- Interfering with the laboratory or clinical work of other students.
- Disclosing any information about content of written, oral or practical exams to other students.
- Stealing or damaging academic facilities or materials.
- Using prepared materials or collaborating with others while taking an in-class examination **except** with instructor approval (e.g. open book exam).

- Collaborating with others on take home or online examinations or quizzes **except** with instructor approval.
- Submitting the same written work in more than one course without permission of all instructors involved.
- Collaborating with other students who are planning or engaged in any form of academic dishonesty.
- Dishonesty.

Although the faculty and the University take an active role in enforcing the honor code, a student-enforced honor code demonstrates the integrity and professionalism of the student body. The specific University policies related to handling academic dishonesty issues are detailed in the SRU Code of Conduct [www.sru.edu/studentconduct](http://www.sru.edu/studentconduct). Students suspected of academic dishonesty or other infractions may be referred to the GSPT CARP and/or the SRU Student Conduct Office for action.

Do your part by helping to monitor your own behavior and that of others. If you suspect a classmate is cheating, plagiarizing or engaging in any other dishonest behavior, approach the person and discuss your impressions. If your impressions are justified, encourage your classmate to discuss their performance problems with the appropriate faculty member.

## **CURRICULUM PLAN**

The curriculum plan of the DPT program is based on the educational philosophies of both the university and the GSPT. It reflects the commitment of the faculty to educate leaders for the profession of physical therapy who are proficient in the areas of theory, practice, education and evidence-based practice and are capable of providing physical therapy services for consumers of health care. To that end, the curriculum provides each student with a strong basis in the foundational sciences and other courses that provide excellent preparation for gaining more advanced clinical knowledge and technical skills later in the program. In addition, the curriculum provides numerous opportunities for students to develop as educators and requires that graduates be capable of critically evaluating the literature and participating in the research process.

The curriculum also reflects a commitment to educate physical therapists with strong moral, legal, and ethical standards who offer compassion and understanding to those in their care. This is accomplished with coursework having a focus on legalities, ethics and the psychological and social aspects of treating patients from diverse backgrounds with a variety of pathologies.

Therefore, the curriculum contains coursework and experiences to facilitate the development of leadership skills in the areas of practice, education and research.

PT Curriculum – Slippery Rock University (119 credits)

<p><b>SEMESTER I Fall</b></p> <p>PT Assessment and Procedures I (PHTH 659) 3            Pathology I (PHTH 654) 4            Gross and Applied Anatomy I (PHTH 656) 6            Neuroscience I (PHTH-631) 4            17 credits</p>	<p><b>SEMESTER II Spring</b></p> <p>Neuroscience II (PHTH-636) 4            PT Assessment and Procedures II (PHTH 660) 2            Pathology II (PHTH 655) 4            Gross and Applied Anatomy II (PHTH 658) 6            Health Care Systems I (PHTH 545) 2            18 credits</p>
<p><b>SEMESTER III Summer</b></p> <p>PT Modalities (PHTH-650) 2            Nutrition (PHTH-652) 1            Concepts of EBP (PHTH-757) 2            Diagnostic Imaging for PTs (PHTH-731) 1            Psychosocial Integration (PHTH-744) 2            Pharmacotherapy (PHTH 653) 1            CLINICAL EXPERIENCE I (PHTH-645) 1            Professional Exploration I (PHTH-816) 1            Env. Considerations for PT (PHTH 661) 2            13 credits</p>	<p><b>SEMESTER IV Fall</b></p> <p>Musculoskeletal Lower Extremity (PHTH-704) 3            Neuromuscular I (PHTH-717) 4            Therapeutic Adaptations (PHTH-719) 3            EBP: Appraising Lit (PHTH-758) 3            Foundation. of Therapeutic Exercise (PHTH 729) 2            CLINICAL EXPERIENCE II (PHTH-710) 3            Professional Exploration II (PHTH-819) 1            19 credits</p>
<p><b>SEMESTER V Spring</b></p> <p>Musculoskeletal Spine (PHTH-703) 3            Neuromuscular II (PHTH-718) 4            EBP: Application (PHTH-759) 2            Cardiopulmonary (PHTH-732) 3            Health Care Systems II (PHTH-742) 3            Educ, Prev, &amp; Wellness (PHTH-743) 2            17 credits</p>	<p><b>SEMESTER VI Summer</b></p> <p>Musculoskeletal Upper Extremity (PHTH-702) 3            Integumentary PT (PHTH-733) 1            Geriatric PT (PHTH-734) 3            Pediatric PT (PHTH-735) 3            Special Topics in PT (PHTH-736) 1            Electives (1 course required): 2            13 credits</p> <p>Potential Elective Offerings:            Pediatric Elective (PHTH-752)            Sports PT (PHTH-754)            Geriatric Elective (PHTH-755)            Biomechanics Elective (PHTH-698-01)            Pilates (PHTH-698-02)            Acute Care (PHTH-698-03)            PT in Rehabilitation (PHTH-698-04)            Applied Orthopedics (PHTH-698-05)</p>
<p><b>SEMESTER VII Fall</b></p> <p>CLINICAL INTERNSHIP I (PHTH-802) 9            PT Business Practices (PHTH-737) 2            11 credits</p>	<p><b>SEMESTER VIII Spring</b></p> <p>CLINICAL INTERNSHIP II (PHTH-804) 9            Professional Inquiry (PHTH-820) 2            11 credits</p>

Course descriptions available online in the SRU Graduate Catalog.



## PROGRESSION AND DUE PROCESS

### General Information

It is essential that every student in the GSPT understand the processes by which grades are assigned and the mechanisms which guide program progression and graduation decisions. It is also important that students understand their right to appeal any decision and the steps necessary to appeal. This section of the student handbook discusses those areas of school policies and procedures.

Full-time students must complete the academic program within a maximum of three years unless they have been granted an extension. Additional time may be approved by the Program Chairperson and the Dean of the College of Health, Environment and Science in extraordinary circumstances. A maximum of six years is allowed by University policy for any graduate student to complete his or her graduate program.

### Student Withdrawal

Students considering withdrawal from the program are asked to meet with their faculty advisor

and the GSPT chairperson prior to making a final decision. The student also should talk to the Student Success Coaches at 724 738 2700 about the process and considerations of withdrawal. A student that needs to withdraw because of medical or mental health reasons will need to contact the Director of Student Support, Karla Fonner at 724 738 2121.

### Final Examinations

Final examinations are administered during the last week of the semester/course as required by University policy.

## ACADEMIC PERFORMANCE REQUIREMENTS

### Grades

Individual course instructors are responsible for communicating grading criteria in the syllabi presented to students at the beginning of each course. Letter grades of A, B, C, D, or F are assigned for all didactic courses.

Faculty members are committed to high quality academic performance by GSPT students and to clinical competence in physical therapy practice. The minimum standard of acceptable performance is a 3.00 cumulative QPA. Therefore, any graduate student with a cumulative QPA average below 3.00 has performed below minimum standards and will be placed on probation by the University. *(Note that this differs from undergraduate criteria.)* Should the student's cumulative QPA be below 3.00 for two consecutive semesters, he or

she will be suspended from the University and dismissed from the DPT program. This policy applies to both full-time and part-time students.

Students earning a C in any DPT course are considered to be at risk academically and will receive a provisional warning from the Dean of the College of Health, Environment and Science (CHES). Students receiving a grade of C in any course are expected to meet with their advisor to discuss strategies for improved performance. Should the student receive a third C, he or she will be required to meet personally with members of the CARP and petition to be allowed to continue in the program. If the CARP determines that the student does not have the potential to successfully complete the program and become a safe and competent physical therapist, they will recommend to the Dean of the CHES that the student be suspended from the University and dismissed from the DPT program.

Any student earning a total of 4 Cs in the program will automatically be suspended from the University and dismissed from the DPT program at the time the 4<sup>th</sup> C is posted. In addition, any student receiving *more than one grade of C in a single semester* will automatically be suspended from the University and dismissed from the DPT program.

In addition to the limit on the number of Cs each student may earn to be eligible to continue in the program, it is important to understand that grades lower than C are *unacceptable*. Any student receiving a **D** or below in any course will be suspended from the University and dismissed from the DPT program upon submission of final grades.

In the event of a suspension, the student will be notified by the Dean of the College of Health, Environment and Science.

The appeals process for final grades and suspensions is explained in later sections.

There are special grading policies and procedures specific to clinical rotation courses discussed in the Clinical Education Program Manual.

### **Competency Exams**

Most clinical courses include practical exams known as clinical competencies that students are required to pass. Specific guidelines for clinical course competencies will be provided to students in the course syllabus provided at the beginning of each course. Satisfactory performance on clinical course competencies is required and reflects student readiness to progress to clinical rotations. Failing a clinical science course competency may lead to a lower grade for the course even if the competency exam is repeated successfully. All failed competencies must be remediated and passed on subsequent attempts in order to pass the course. Multiple competency failures may result in a failing grade for the course and lead to dismissal from the program.

Only a limited number of clinical competency exam failures are acceptable. Any student failing one or more clinical competencies in three separate courses will be issued a

Provisional Warning regarding competency performance by the GSPT CARP. Failure on a subsequent competency exam will result in an additional Provisionary Warning. Should the student fail an additional clinical course competency subsequent to the second Provisionary Warning (i.e., a fifth clinical competency failure); the student will be suspended from the SRU DPT program.

### **Final Grade Appeal Policy**

#### Procedure for Filing Grade Appeal

1. No later than 10 business days following the beginning of the subsequent semester or the summer term, the student may appeal the assigned grade in writing to the course instructor, sending a copy of the appeal to the department chairperson. The chairperson is to confirm that the instructor is aware of the appeal letter and is to inquire as to the instructor's planned response.
2. If the instructor decides that the grade is correct, he/she must respond in writing to the student within 20 business days of receipt of the student's appeal letter. Failure to respond within allotted time shall move process to step 3 below.
3. If the student wishes to appeal further, he/she must appeal in writing to the chairperson. This appeal must be within 10 business days of receiving the instructor's response or failure of the instructor to respond by the established deadline. A copy of this appeal must be forwarded to the college dean.
4. The department chairperson must respond in writing to the student within 10 business days of receiving the student's appeal. His/her response should be copied to the college dean.

\* In each of the above statements, the Dean shall substitute for the department chairperson if the department chairperson was the instructor of the course in which the grade is being appealed.

5. If the matter is not resolved at the level of department chairperson, the matter may be referred to a Grade Appeal Board.

### **Committee on Academic Review and Promotion (CARP)**

This committee is chaired by the chairperson of the GSPT and is composed of the core, full-time faculty of the GSPT. The CARP confers at least twice each semester, at midterm and after final grades are posted, regarding each student's performance and accomplishments in the curriculum. The Committee is concerned with students' growth in the professional preparation process and the intent is to help all students proceed successfully through the curriculum. Decisions and recommendations about student progression, termination/reinstatement appeals, Restart requests, commendations for exceptional performance and recommendations for additional resources needed by the student are the major concerns of CARP.

Any student identified by CARP as having academic difficulty or professional behavior issues will be requested to meet with their faculty advisor. In addition, a member of the CARP may request a CARP meeting to discuss an individual student's progress at any time student performance is unsatisfactory or the student is behaving in an unprofessional manner. Because meetings are confidential, students who wish to present information may do so in writing and make only a brief personal appeal to the committee if desired. In cases of a student demonstrating unprofessional behavior, the CARP may refer the issue to the SRU Office of Student Conduct for additional action.

The CARP does not suspend students, reinstate suspended students or make the decision whether to allow a student to Restart the DPT program. Those decisions are made by the University and the college Dean based on established policy. Therefore, all suspension appeals, or Restart requests are addressed to the college Dean. However, when a student appeals a suspension or requests a Restart, the Dean considers CARP recommendations when making decisions. Appeals and Restart requests should, therefore, be addressed to the college Dean *but be submitted to the department chair directly or by certified mail*. The department chair will arrange a CARP review and a recommendation will be determined. The student's appeal or request will then be forwarded to the Dean along with the CARP recommendation. The college Dean makes the decisions regarding the appeal or request. If the matter remains unresolved to the student's satisfaction, it may then be referred to the Provost/Vice President of Academic Affairs.

### **Provisionary Warning**

The Dean of the College of Health, Environment and Science provides a provisional warning letter to any DPT student who receives a grade of C. This letter gives notice that the student's performance is of concern. In addition, when reviewing student progress, the GPST CARP may choose to issue a provisional warning to any student when that student has received one or more unacceptable grades OR who has behaved unprofessionally as defined by the Professional Behavior section of this document. A provisional warning is to be construed as an alert that, if performance does not improve, the student is in danger of failing the course(s) and/or is engaging in behaviors that may lead to dismissal from the program. In cases of a student demonstrating unprofessional behavior, the matter may also be referred to the SRU Office Student Conduct for additional action.

### **Suspension Policy**

Students may be suspended from the DPT program for academic OR behavioral reasons. Students must demonstrate professional behaviors in the classroom, in the clinic and any time they are in the PT building or grounds. In addition, program faculty under the auspices of the CARP and using their best professional judgment, may determine that a *first-year student* does not possess the necessary psychomotor, social and/or behavioral skills required for successful practice as a physical therapist and for which there are no reasonable accommodations. The CARP will then recommend to the Dean that the student be dismissed from the DPT program.

Students suspended from the DPT program for any reason may appeal the suspension requesting that they be allowed to continue in the program. The appeal must be made to the Dean of the College of Health, Environment and Sciences. However, the appeal must be accompanied by a GSPT CARP recommendation. Therefore, the letter of appeal must be addressed to the Dean but first submitted *directly to the program chairperson or by certified mail no later than 10 business days after notification of suspension by the Dean*. The program director will arrange for the CARP to review the student's appeal and will forward it to the Dean along with a CARP recommendation for action. Only when there are clear and compelling extenuating circumstances will the CARP recommend that the college Dean reinstate the student.

Students will not be allowed to register for classes while they are suspended but may be allowed to attend and participate in classes and labs pending the appeal decision. Should the CARP recommend reinstatement, and the college Dean concurs, the student will be allowed to register for classes for that semester or term without paying late fees. However, should the CARP recommend that a student not be reinstated, and the Dean concurs, the student will no longer be allowed to attend classes effective immediately. Should the college Dean uphold the suspension, the student may then appeal to the Provost/Vice President of Student Affairs.

Any student dismissed from the DPT program and subsequently reinstated following a successful appeal, must meet all professional behavior expectations and academic standards established by the University and the GSPT. *Should the student be suspended a second time, for either academic or professionalism reasons, the GSPT CARP will not recommend to the college Dean that a second reinstatement to the DPT program be allowed. Second suspensions from the DPT program are considered to be final and irrevocable.*

#### **Steps to Appealing a Suspension:**

- 1) Student writes an appeal letter to the Dean of the College of Health, Environment and Science, but delivers it directly to the program director or via certified mail no later than 10 business days after receipt of the notification of suspension from the Dean. Any DPT student suspended from the program and *not submitting the appeal letter to the program director* within 10 business days will be permanently suspended from the University and dismissed from the DPT program.
- 2) The program director confers with members of the CARP to consider the appeal and to reach consensus on a recommendation to the Dean.
- 3) The program chair forwards the suspension appeal along with the CARP recommendation for action to the Dean of the college.
- 4) The Dean of the college decides whether to reinstate the student to the program and directly notifies the student and the program director of that decision.

## **Restart Policy**

At the end of the first semester of the DPT program, a student may *request* that they be allowed by the CARP to Restart the program if they have been suspended for academic reasons. Under rare and unusual extenuating circumstances, the faculty may choose to extend the timeframe so that a student may request a Restart following the second semester of the program. To request a Restart following the *second semester*, the student must submit the request to the program director directly or via certified mail to be received by the program director no later than May 20.

The Restart option provides an opportunity for the student to terminate matriculation in the DPT program and start the program again the following Fall semester. The Restart must be approved by the college Dean and the request must be accompanied by a CARP recommendation. *The Restart option is permitted ONLY in cases when the student's initial performance has been adversely affected by extenuating circumstances. Students may only Restart ONE TIME.* When a student does Restart, the student's QPA will be reset to "0.00", but all previous course work, grades and probation/suspension notations will remain on the student's transcript along with the notation "Student Permitted to Restart DPT Program". All courses completed preceding the Restart request must be repeated regardless of the grade earned.

The written *request* to Restart the DPT program must be addressed to the college Dean, but be *submitted to the DPT program director directly or by certified mail no later than January 1* following the semester the student was suspended (*or by May 20 if after the second semester*). The program director will arrange for CARP members to review the appeal and make a recommendation regarding the request. The program director will forward both the appeal letter and the CARP recommendation to the Dean for a decision.

### **Steps to Requesting a Restart:**

- 1) Student writes Restart request to the Dean of the College of Health, Environment and Science, but delivers it to program director directly or via certified mail no later than January 1 following the first semester (or May 20 following the second semester). Any first-year student suspended from the program who did not successfully appeal the suspension and did not request to Restart the program via certified mail by January 1 (or May 20 if the second semester) will be permanently suspended from the University and dismissed from the DPT program.
- 2) Program chair confers with members of the CARP to consider the Restart request & obtain a recommendation for action on the request.
- 3) Program chair forwards the Restart request along with the CARP recommendation for action to the Dean of the college.
- 4) The Dean of the college makes a decision on the Restart request and informs the student directly.

## **REGISTRATION FOR COURSES & SCHEDULING**

Students will be registered each semester for courses, including lab sections, by GSPT staff. Lab sections will generally be assigned randomly as appropriate to assure that the learning experiences are optimized. Courses are scheduled by the DPT program director and days/times *may be revised any time before the semester begins. It is important to check with the GSPT for the final schedule rather than the university online system.*

Students are expected to be available for program classes, labs, and other activities between 8 am and 6 pm, Monday through Friday, during the semester. In some instances, courses or special activities may also be scheduled for evenings and weekends.

While the class schedule may appear to include “free” periods or days during the week, the student should understand that these times may be utilized for mandatory DPT activities, including, but not limited to, make up classes, written exams, clinical competencies, lab practicals, field trips, clinical education meetings, and other DPT activities. When possible, these additional activities will be scheduled in advance and students should check course syllabi for additional information.

Requests to change scheduling of classes/labs/exams, or other planned activities will not be entertained except under extenuating circumstances and must be approved by the program director. In addition, requests related to scheduling will only be considered by individual faculty members or the program director when presented by the class president representing the views of the majority of the class members.

## **PROFESSIONAL ASSOCIATION CONFERENCES/MEETINGS**

Part of being a professional is joining and participating in the activities of one or more professional organizations. The DPT program requires students to be members of the American Physical Therapy Association which represents the profession in a wide variety of ways. In addition, students are encouraged to attend at least one professional state or national conference/meeting each year. The program will provide each student up to \$150 for the registration fee to attend one professional conference/meeting each year. Students must complete and submit an SRU Travel Request form to the GSPT department secretary for approval at least two weeks prior to travel. Students presenting research findings at state and national professional conferences/meetings are eligible to apply for partial funding of associated travel expenses. There are also funds available to assist students to attend the annual APTA Student Conclave. For additional information, please contact your GSPT academic advisor or the program chair.

## PT LICENSURE

The practice of physical therapy requires practitioners to be licensed PTs in the state in which they are practicing. In order to obtain a license, it is necessary to graduate from an accredited PT program and pass a state board licensure examination. Shortly before graduation, each student should go to the website of the appropriate state board for the state where they plan to practice getting additional information and complete any required documentation for licensure. These requirements vary somewhat by state.

Verification of graduation from an accredited program is generally required by state boards to obtain a license to practice. Most states provide a verification form that can be obtained on the boards' websites. All verification forms should be submitted to the GSPT department secretary. Those forms received by the GSPT will be forwarded to the SRU Academic Records office for completion. The Academic Records office may verify that an alumnus has earned the DPT degree *only after all grades are submitted and a degree audit process is completed*. This process generally takes several days after commencement to complete. Therefore, *students should submit all documentation required for graduation verification as early as possible to help expedite this process to avoid missing the desired test date*.

## EARLY LICENSURE EXAMINATION

Completion of the registration process for taking the National Physical Therapy Exam (NPTE) requires the approval of the Chair of the program from which the student will graduate. Some state boards allow PT students to take the licensure examination in their final semester before they graduate from a PT program. Pennsylvania regulations do not currently allow students to take the NPTE until after graduation. SRU DPT students requesting approval to take the licensure exam in another state, prior to graduation, must meet the following criteria and submit the following information to the GSPT Chair before the deadlines noted below.

It is the student's responsibility to check the regulations and processes of the state in which they plan to take the exam. If that state has deadlines that would require the student to submit the following information earlier than the GSPT deadlines, including allowing sufficient time for the GSPT Chair to review the request, then it is the student's responsibility to communicate that to the GSPT Chair and to submit information in a timely manner. The GSPT cannot be responsible for staying current with regulations and processes in all 50 states.

ALL the following criteria and deadlines must be met BEFORE the Chair will approve the request. Please submit required information as it is obtained; do not wait to submit it all at once.



### Criteria & Deadlines:

- The student has an overall program GPA of at least 3.5 at the end of the Summer semester of the 2nd year.
- Success on the NPTE is an expected student outcome of the SRU DPT program (refer to your Student Manual). Under the following circumstances, a student may not be eligible for early testing in another state:
  - Students who have been on academic probation or suspension while in the program.
  - Students with academic, behavioral or clinical issues/concerns that have been identified and documented by the GSPT faculty/CARP.
  - Students that have behavioral or clinical concerns identified and documented by their CI, SCCE and/or GSPT DCE at the end of Clinical Internship I.
- All students must confer with their academic advisor in person, email or by phone about the advisability of taking the examination early. This conference must be held after Clinical Internship I is completed. This will be documented by the student's faculty advisor.
- The student submits the appropriate state board education verification form, to be completed by the GSPT, to the GSPT Chair by January 31<sup>st</sup> for the April test date. The appropriate forms can be obtained from either the state board website for the state in which the student plans to take the exam, or by contacting that state board directly. Some states require a signed letter from the GSPT Chair instead of a form. It is the student's responsibility to determine what the particular state's requirements are and communicate that to the GSPT Chair.
- The student has submitted evidence of **HAVING COMPLETED** an NPTE preparation course. Acceptable courses are available through several providers, including TherapyEd, Scorebuilders (either onsite or the ACE self-paced online course), PT Hustle, and Therapy Exam Prep. The GSPT does not endorse any specific course. There is no specific deadline for meeting this requirement, except that the GSPT Chair will not approve a request to take the NPTE early until all requirements are met, including having completed a preparation course.

## **STUDENT SERVICES**

### **Advisement**

All students in the GSPT will be assigned a faculty advisor/mentor. Individual course instructors should be contacted regarding issues or questions related to their specific courses. Please feel free to contact, during office hours or by appointment, any GSPT faculty member as the need arises. You may also seek advisement from the chairperson of the GSPT.

### **Bookstore**

The Student Government Association (SGA) Bookstore is located on the first floor in the Robert M. Smith Student Center. For seasonal hours and additional information, please check the bookstore webpage or call 724-738-2104.

### **Counseling**

Through the process of counseling, students may increase their knowledge and understanding of themselves, their relationships with others, and their environment. Psychologists and professional counselors are available to talk with students on a confidential basis regarding personal, educational, and career matters in the student counseling center located in Rhoades Hall. You can get more information by calling 724-738-2034. Twenty-four-hour emergency counseling services are also available by contacting either the McLaughlin Student Health Center or University Police.

### **Dining Accommodations**

Food service is available in Weisenfluh & Boozel Dining Halls, Quaker Steak & Lube, Rocky's Grille, and Campus Drive Grill. A variety of services are available in these facilities. Boozel Dining Hall offers a modern setting where students can choose from various stations and create the meal they want. A food court system is located in Weisenfluh Dining Hall where there are a number of stations each offering different types of food. In addition, the Robert M. Smith Student Center has a variety of dining options. Graduate students have the option of contracting for food services or purchasing meals on a cash basis at any of the food service facilities. Food services are available when the university is in session. For more information about dining services and hours, please check the dining webpage at <https://www.aviserves.com/sru>.

## **Financial Aid**

Graduate students who attend Slippery Rock University may be eligible for various types of financial aid. A student requiring financial assistance to obtain a graduate degree may want to consider applying for a graduate assistantship, seek part-time employment and/or apply for an educational loan.

Limited graduate assistantships are available and include a stipend and waiver of up to 9 credit hours of tuition. Admission to the student's graduate program and graduate student status are prerequisites for graduate assistantship eligibility. Assistantships may be awarded for up to two academic years, with recipients working 16-20 hours per week. In order to have a fulltime GA position, the student must be registered for at least nine semester hours of graduate credit per semester. *Students in the GSPT during the first two semesters are under tremendous workload constraints and should consider this if applying for graduate assistantships or jobs during the first year of study in the DPT program.*

Through the Financial Aid Office, graduate students may apply for the Federal Direct Unsubsidized Loan Program, Federal Graduate PLUS Loan and the Federal Work-Study Program. All three programs require the submission of the Free Application for Federal Student Aid at <https://studentaid.gov>. For further information about the programs, check out <http://www.sru.edu/admissions/financial-aid> or contact the Financial Aid Office at (724) 738-2044. The loan programs require additional paperwork. Details for the loans can be found at [www.sru.edu/loans](http://www.sru.edu/loans)

*Note: The DPT program is rigorous and students are encouraged to avoid employment during the first year if possible.*

## **Health Center**

The McLachlan Student Health Center is located in Rhoades Hall. The SHS philosophy promotes a high level of wellness at Slippery Rock University. Care is provided by nurse practitioners, a physician and registered nurses. Registered nurses staff the Health Center 24 hours a day, 7 days/week during the academic year. The phone number for SHS is 724-738-2052. Students can make appointments to see a physician or nurse practitioner Monday-Fridays during the academic year by calling 724-738-2680. Evening appointments are available.

The student health fee is mandatory for all students and enables SHS personnel to provide routine health care, education and health promotion programs. The student health fee is a line item included within tuition invoices. The health fee DOES NOT eliminate the need for health/hospitalization insurance.

## **Student Health Insurance**

DPT Students must provide a copy of your current health insurance policy ID card. *Beware of "health sharing plans" as they are not considered major medical insurance.* Many sites do not accept these plans as health insurance for PT Students. If you are turning 26, you can explore medical insurance plans through <https://www.healthcare.gov/> or eligibility for Medicaid.

## **Housing**

The Office of Residence Life offers on-campus housing designated exclusively for graduate students in our Rock Apartments. You get all the freedom and convenience of off-campus living on campus, and you'll be with other students earning their graduate degrees. For more information contact the Housing and Residence Life Office at 724-738-2082 or refer to the Housing page on the SRU website. In addition to our on-campus options, students can also choose to seek out apartments, houses, or rooms to rent off campus. The Office of Student Government Association (SGA) maintains a list of rental units to assist you in finding off-campus housing.

## **Learning Resource Center**

The GSPT has a Learning Resource Center (LRC) in the PT building. The LRC is a computer lab available for DPT student/faculty use and includes a printer and scanner.

## **Library**

Books, scholarly articles, journals, videos and other resources are available both online and in print at Slippery Rock University's Bailey Library. To access and/or check out materials there you must have a valid SRU ID Card. Librarians at Bailey Library can be very helpful in assisting students to find appropriate library holdings. Information provided by numerous databases is also made available to students and faculty through the library website. Librarians can also assist students in learning to appropriately cite sources in accordance with various citation styles in written assignments. To get more information about the library check their webpage or call 724-738-2058.

## **Photocopies**

A coin operated photocopy machine is available to students at Bailey Library and in the Robert M. Smith Student Center. *The department photocopy machines are not for student use.*

## **Students with Disabilities**

The Office of Disability Services is available to any enrolled Slippery Rock University Student with a documented disability. Slippery Rock University makes every effort to accommodate and serve students with disabilities to help them reach their academic goals. Students with disabilities should contact the Office of Disability Services at 724-738-4877.

## **Student Support**

The Student Support office connects students to resources on and off campus. They can help students set goals, build or strengthen support systems and provide tools that may be helpful in navigating university policies and processes. You may go to the following link for more information: <http://www.sru.edu/life-at-sru/health-and-wellness/student-support>.

## **Parking**

Parking on campus requires the purchase of a parking pass which can be obtained at the Parking Office in the University Union. Students can register for parking passes at <http://www.sru.edu/offices/parking>. There are more than 8,000 SRU students and more than 700 of those are graduate students. Therefore, parking close to classrooms can be difficult to find. Students are required to park in lots designated as commuter or student parking. There is a University bus that regularly picks up and delivers students to the parking lots on campus.

The parking lots adjacent to the physical therapy building are reserved primarily for University faculty/staff parking. The lot directly adjacent to the PT building does provide some *student parking along the perimeter of the lot*. University Police will ticket students parked in spaces designated for faculty and staff parking between the hours of 7:30am and 5:00pm. After that time student and faculty parking essentially becomes “public parking”. Anyone ticketed for parking violations will be fined. The fine for parking without a permit is \$50.00 and \$30.00 if you are parking in the wrong designated space. Failure to pay the fine may result in having the vehicle booted and ultimately towed and may lead to the matter being filed with the District Justice office.

## **University Police**

Police officers are available 24 hours daily to aid students in emergencies. The office may be reached from any campus phone at extension 3333 (724-738-3333). Also, in case of an emergency, you can contact the campus police by pressing the RED button on one of the stainless steel and blue boxes mounted on the walls of the PT building in several locations.

## **Student Success**

The departments that make up Student Success contribute to the development of the whole person by improving students' abilities to successfully manage challenges and by creating an environment in which students are likely to thrive, so that they are retained and graduate. They accomplish this by: building and maintaining safe, inclusive, and healthy environments which allow students to thrive; assisting students with developing proactive strategies for avoiding and overcoming roadblocks so that they can reach their full potential; developing and supporting leaders who can advocate for and empower students toward success.

## CLINICAL EDUCATION PROGRAM

Clinical education is an essential component of the curriculum. The purpose is to further prepare students for entry-level clinical practice as physical therapists. Clinical education provides the opportunity for students to learn in a variety of health care environments. The expected outcomes of the series of four clinical rotations (37 weeks total) reflect a sequential increase in breadth, depth and complexity of clinical experience. Clinical and academic faculty collaborate to provide students with optimal clinical experiences. The Director of Clinical Education (DCE) oversees clinical education from the university in collaboration with the core faculty.

Doctoral students are expected to work with the DCEs through the process of planning, implementing, and evaluating their experiences. The DCEs also work in coordination with clinical site faculty including the Site Coordinator of Clinical Education (SCCE) and the Clinical Instructor (CI). The SCCE in the clinic directs the learning experiences of students and assigns each student a CI. At each site, the CI mentors the student, helps the student develop clinical and professional skills, and assesses performance. The SRU DCEs ultimately assign a course grade based in part on the CI's assessment. The CI has the right to expect respect from students and academic faculty especially in regard to their professional judgment and insights into student performance and behaviors. These clinicians freely give of their time and expertise. Without clinical faculty, the program could not be successful.

### **Clinical Education Courses**

Clinical Experience I (PHTH-645) – at the end of the 3<sup>rd</sup> semester of the program

The purpose of this course is to provide students with first-hand knowledge of the multi-faceted role of the profession of physical therapy through an introductory two-week full-time clinical experience. Students will have the opportunity to practice basic examination and intervention skills under the direct supervision of a licensed physical therapist. *Prerequisites: PHTH 545, 656, and 658.*

Clinical Experience II (PHTH-710) – at the end of the 4<sup>th</sup> semester of the program

The purpose of this course is to provide students with the opportunity for professional development through a five-week full-time clinical experience. Students will have the opportunity to practice basic patient management skills under the direct supervision of a licensed physical therapist. *Prerequisites: PHTH 645. Co-requisites: 704 and 717.*

Clinical Internship I (PHTH-802) – fall semester of the 3<sup>rd</sup> year of the program

The purpose of this course is to provide students with the opportunity for further professional development through a 15-week full-time clinical internship. Students will have the opportunity for experience in all aspects of patient management under the direct supervision of a licensed physical therapist in one or more clinical settings. *Prerequisites: All required physical therapy courses except PHTH 737, 804, 816, 819, and 820.*

Clinical Internship II (PHTH-804) – spring semester of the 3<sup>rd</sup> year (final semester)

The purpose of this final clinical education course is to provide students with the opportunity for further professional development through a 15-week full-time clinical internship. Students will have the opportunity for experience in all aspects of patient management under the direct supervision of a licensed physical therapist in one or more clinical settings. *Prerequisites: All required physical therapy courses except PHTH 737, 802, 816, 819, and 820*

### **Clinical Educational Placements**

Clinical placements at all levels are to further the education of the student in preparation for a career as a licensed practitioner. Didactic knowledge is integrated with hands on experience under supervision of a licensed PT.

Clinical rotations will consist of a variety of inpatient and outpatient settings. Clinical site selection and development are the responsibilities of the DCEs. Clinical sites are chosen on the basis of reputation, philosophy of clinical education, the type of facility, compliance with APTA recommended standards, unique opportunities that can be offered to doctoral students, and the clinical expertise or experience of the clinical instructor. Clinical sites are located across the United States. Students are not guaranteed assignments in close proximity to their preferred addresses for clinical rotations.

Students have the opportunity to share their preferences for geographical location and specific clinical sites and areas of interest. The DCEs make all decisions for student placement. The first priority will always be the academic needs of the student. Some consideration is given to students with spouses, children, and family needs. In making decisions on student assignments, the DCEs consider our relationship with the clinical site, the student's academic and clinical performance, the student's career plans and goals, and the student's learning style and needs. Students are placed in specific clinical sites for their rotations based on the appropriateness of the educational experiences provided by available slots rather than convenience for the student. Students should be prepared to relocate to any site in the country to complete their clinical internship rotations. Should a student refuse a clinical assignment and fail to participate fully at the assigned clinical site, the student will fail that clinical rotation and appear before CARP (Committee on Academic Review and Promotion). As a result, the student will be assigned a NC (No Credit) or an F for the Clinical Course courses associated with the rotation.

All related housing and travel expenses are the responsibility of the student. Students assigned to clinical sites in other states are responsible for researching and becoming familiar with the applicable state rules and regulations prior to their start date. The SRU Financial Aid Office may be able to assist students in obtaining loan funds to help offset additional expenses that may be incurred by third-year DPT students during clinical internship rotations.

***For additional information, policies, and procedures for Clinical Education, please refer to the Clinical Education Program Manual.***

## **APPENDIX A**

### **INFORMED CONSENT**

Many of the courses in the Doctor of Physical Therapy Program will involve students learning and practicing technical skills on each other. Because students are inexperienced, there is a small, but real risk of injury. In addition, while in the clinical setting, the student will potentially be exposed to a number of risks. These risks may include, but are not limited to, exposure to infectious disease and bodily injury.

In order to matriculate through the DPT program, each student must determine that it is an acceptable risk and indicate such by reading and signing an informed consent form during the first week of the program.

*SAMPLE:*

#### **Graduate School of Physical Therapy Informed Consent**

I, \_\_\_\_\_, have been informed that several courses in the DPT program at Slippery Rock University will require that I participate with my peers in learning and practicing a variety of technical skills. I understand that, because students are inexperienced, there is a risk of injury and I am willing to accept that risk as necessary for the completion of the program. In the clinical setting, I understand that I may be exposed to additional risks that may include but are not limited to exposure to infectious disease and bodily injury.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Witness: Print Name



## **APPENDIX B**

### **GRADUATE SCHOOL OF PHYSICAL THERAPY Essential Functions**

Successful participation in the Doctor of Physical Therapy program at SRU requires that each candidate be able to meet the demands of the program. The program 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 profession of physical therapy as generalists with the ability, knowledge, and skills necessary to successfully perform all of the essential functions expected of entry-level physical therapists. Prospective students should familiarize themselves with the essential functions and standards to determine whether or not they are capable of performing the specified tasks. There are no substitutes for these essential skills. Reasonable accommodations will be provided if recommended by SRU's Office of Disability Services.

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 successfully perform the essential functions as delineated below. In the event that a student determines he or she cannot meet an essential function due to a disability, either upon admission to the program or at any point thereafter, it is the responsibility of the student to notify the Chair of the Department of Physical Therapy and Disability Services of that determination and to request a reasonable accommodation.

A reasonable accommodation is a strategy, agreed upon by the student and the University, which enables 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 and a reasonable accommodation will not guarantee that a student will be successful in meeting the requirements of any didactic or clinical course. Inability to meet a technical standard or course requirement after reasonable accommodation has been made, will prohibit the student from progressing further in the program.

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**:
  - a commitment to continued professional learning
  - respect for individual, social, and cultural differences in fellow students, professional colleagues, patients, and caregivers.
  - appreciation that values, attitudes, beliefs, emotions, and experiences affect his or

her perceptions and relationships with others.

- appropriate behaviors and attitudes to protect the safety and well-being of patients, caregivers, colleagues, self and classmates.
  - the ability to appropriately handle situations which may be physically, emotionally or intellectually stressful including situations which must be handled swiftly and calmly.
  - the ability to adjust to changing situations and uncertainty in an academic or clinical environment.
  - possession of attributes of professionalism including accountability, altruism, compassion and caring, excellence, integrity, professional duty, social responsibility, flexibility, empathy and motivation.
  - possession of attributes of professionalism including critical thinking, communications, problem solving, interpersonal skills, responsibility, professionalism, use of constructive feedback, effective use of time and resources, stress management, and commitment to learning.
  - the ability to accept and provide constructive feedback and modify behaviors as necessary.
  - the ability to maintain mature, sensitive, and effective relationships with patients, caregivers, students, faculty, staff and other professionals in academic and clinical environments.
  - the ability practice physical therapy in an ethical and legal manner.
  - the ability to be assertive and take initiative as appropriate.
  - the 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 in order to make decisions. Includes demonstration of the ability to:
- comprehend, integrate and synthesize a large body of knowledge.
  - integrate knowledge of natural, clinical, and social sciences to develop appropriate interventions in a clinical setting.
  - obtain and utilize appropriate information during patient/client examinations and throughout patient/client management in order to make clinical decisions.
  - acknowledge limitations of professional and personal scope of practice to provide safe, effective patient/client care including the referral of the patient/client to other health care professionals.
  - reflect on performance to accurately self-assess strengths and weaknesses and develop an appropriate professional development plan
3. Communication skills- use of verbal (oral and written) and nonverbal abilities to:
- express own ideas and feelings in a professional manner
  - demonstrate willingness and ability to give and receive feedback.
  - listen actively in order to receive and interpret oral communication.
  - communicate effectively and appropriately in English with other students, faculty, patient/clients, caregivers, and other professionals.
  - demonstrate interpersonal skills as needed for productive, respectful interaction with classmates and faculty, patients/clients, caregivers, and other professionals

4. Communication skills- use of verbal (oral and written) and nonverbal abilities to:
  - express own ideas and feelings in a professional manner
  - demonstrate willingness and ability to give and receive feedback.
  - listen actively in order to receive and interpret oral communication.
  - communicate effectively and appropriately in English with other students, faculty, patient/clients, caregivers, and other professionals.
  - demonstrate interpersonal skills as needed for productive, respectful interaction with classmates and faculty, patients/clients, caregivers, and other professionals.
  - communicate complex findings in appropriate terms to patients/caregivers and other members of the health care team.
  - communicate in a professional manner both orally and in writing.
  - read and record observations and plans legibly, efficiently, and accurately in documents such as the patient's record, both handwritten and electronic.
  
5. 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.
  - recognize (and appropriately respond to) environmental cues such as phones, paging systems, and verbal communication in a setting with competing ambient noise.
  - observe patients to adequately examine, administer necessary interventions and monitor patient's responses to treatment.
  - accurately monitor equipment used in patient care.
  - 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.
  
6. Personal 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.
  - receive constructive feedback appropriately.
  - avoid jeopardizing the health and safety of others.
  - exercise proper personal hygiene
  - develop rapport with patients/clients, caregivers, classmates, faculty and other health care professionals.
  - respond appropriately to stressful situations in the classroom and clinic.
  
7. Psychomotor skills – gross and fine motor skills reflective of the physical capacities required to meet the responsibilities of a physical therapy student in a wide variety of clinical settings. 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.

- handle and manipulate equipment and devices as well as lift and transfer patients/clients, guard patients/clients during gait training on level and uneven surfaces/ramps/stairs, push and pull to provide resistance, and assist in maneuvering patients/clients. These include the ability to:
  - i. safely lift up to 50 lbs. independently
  - ii. safely lift up to 250 lbs. with assistance
  - iii. safely push and pull up to 250 lbs. occasionally.
- utilize strong bilateral grasp during manual techniques.
- utilize bilateral fine motor control to manipulate testing instruments, equipment, writing instruments and computers.
- palpate superficial and deep anatomical structures having adequate sensation to detect relevant features.
- safely and consistently balance self and provide support and balance to patients/clients with various conditions on a variety of surfaces.
- perform emergency procedures such as CPR in a clinical setting.
- perform a variety of endurance activities for up to 8-12 hours with occasional rest breaks. These include the ability to:
  - i. sit for two or more hours daily and stand/walk for 6-8 hours daily.
  - ii. frequently lift 10 lbs. and occasionally lift weights up to 50 lbs.
  - iii. frequently exert up to 75 lbs. of force.
  - iv. frequently pivot, twist, bend, stoop and squat.
  - v. occasionally crawl, kneel and reach above shoulder level.
  - vi. frequently change position and locations at speeds that permit safe handling of patients/clients.
  - vii. frequently stand and walk while providing support to a patient/client.
  - viii. repetitively use hands with a firm grasp and manual dexterity

#### **CLARIFICATION OR QUESTIONS**

For further clarifications or questions regarding the essential functions for Doctor of Physical Therapy students at Slippery Rock University contact:

Dr. Mary Ann Holbein-Jenny, Chair

Graduate School of Physical Therapy

Slippery Rock University

Slippery Rock, PA 16057

[Maryann.holbein@sru.edu](mailto:Maryann.holbein@sru.edu)

If an applicant or student cannot demonstrate the above skills and abilities, it is the responsibility of the applicant or student to request an appropriate accommodation that will help them meet the requirements. The Graduate School of Physical Therapy will provide reasonable accommodations that do not fundamentally alter the nature of the program offered and do not impose an undue hardship such as a significant expense and difficulty or are unduly disruptive to the educational process.

***To request accommodations or to file a complaint regarding Americans with Disabilities Act(ADA) compliance, please contact the Office for Students with Disabilities in Room 122, Bailey Library, Slippery Rock University.***

## **APPENDIX C**

### **SLIPPERY ROCK UNIVERSITY Doctor of Physical Therapy Program - GSPT Slippery Rock University DISCLOSURE STATEMENT**

*Important: This completed document must accompany the applicant's acceptance of an offer for admission to the DPT program at Slippery Rock University.*

The Graduate School of Physical Therapy at Slippery Rock University requires those applicants accepting an offer of admission to the Doctor of Physical Therapy program to complete the disclosure statement on the reverse of this page. The applicant must disclose, among other things, whether he or she has ever been convicted of a crime or misdemeanor. The applicant must also disclose if any professional licensure of any kind in any state has been denied the applicant or revoked for reasons other than insufficient credits or courses or failure to pass a licensure examination. The existence of a criminal or misdemeanor record or professional licensure denial or revocation does not constitute an automatic bar to admission. These issues will be considered only as they substantially relate to the duties and responsibilities of students in the SRU DPT program and eventual licensure as a physical therapist. *Specific questions regarding the potential impact of a criminal or misdemeanor record on eligibility for licensure as a physical therapist should be directed to the Pennsylvania Bureau of Professional and Occupational Affairs.*

Falsification or omission of information relevant to any item on the disclosure form may constitute grounds for withdrawal of an offer for admission if the falsification is discovered prior to entering the SRU DPT program. In addition, if the falsification or omission is discovered after entering the program, the student may be suspended from the program. Furthermore, should circumstances change involving any disclosure responses prior to an offer of admission to the program, the applicant must inform the GSPT chairperson of those change(s). Likewise, should circumstances require a change on any disclosure responses while a student is in the program, the student must inform the Chairperson of the Graduate School of Physical Therapy of those changes immediately.

An affirmative response to an item does not necessarily mean that the applicant will be denied admission or that a student already in the program will be dismissed. In addition, the Graduate School of Physical Therapy may request further information from the appropriate sources. If necessary, your consent to obtain this information will be requested. The Graduate School of Physical Therapy will take information obtained into account in determining whether to admit an applicant to the program, to postpone admission, to place special conditions on an applicant's admission, the program's ability to provide special accommodations or to deny admission to the program.

In the event that an applicant is denied admission to the program based on responses to the questions on the disclosure statement, the applicant has the right to appeal that decision. Notice of the grievance procedures will be forwarded to applicants upon request.

Please complete the Disclosure Statement and return it to the Graduate Admissions Office along with the \$500 deposit to hold your place in the next class entering the Doctor of Physical Therapy program at Slippery Rock University.

**GRADUATE SCHOOL OF PHYSICAL THERAPY  
SLIPPERY ROCK UNIVERSITY  
DISCLOSURE STATEMENT (SAMPLE)**

Name \_\_\_\_\_

1. Have you ever been admitted to, then withdrawn from or been asked to withdraw from or been dropped from, a clinical program for other than academic reasons?  
 Yes       No
2. Have you ever been denied professional licensure or had a professional license revoked in any state in the United States for reasons other than insufficient credits or courses or not passing a licensure exam?  
 Yes       No
3. Have you ever been suspended, expelled, placed on probation or otherwise disciplined by any college or university, or program within a college or university, for any reason other than academic performance?  
 Yes       No
4. Have you ever been convicted of, pleaded guilty or no contest to, or forfeited bail for any criminal conduct or misdemeanor under law or ordinance, excluding only minor traffic violations?  
 Yes       No

*PLEASE NOTE: The existence of a criminal record or denial or revocation of a professional license does not constitute an automatic bar to admission. These issues will be considered only if they substantially relate to the duties and responsibilities of students in the SRU DPT program and the potential for eventual licensure as a physical therapist. Specific questions regarding the potential impact of a criminal record on eligibility for licensure as a physical therapist should be directed to the Pennsylvania Bureau of Professional and Occupational Affairs.*

*NOTE: Criminal background checks are required for all SRU DPT students prior to clinical rotations. Failure to pass the criminal background checks or any other required certifications may result in the student not being placed in required clinical rotations.*

5. Is there anything that would prohibit you from performing essential “job-related” functions or functions related to your responsibilities as a student in the Doctor of Physical Therapy program at SRU? (Please review the attached Essential Functions requirements before answering this question.)  
 Yes       No

*PLEASE NOTE: The existence of a physical or cognitive condition or impairment does not constitute an automatic bar to admission to the DPT program at SRU. The condition will only be considered as it relates to the ability to perform duties or responsibilities of a DPT student at this institution. Furthermore, the university will make reasonable accommodations for physical and/or cognitive disabilities. It is, however, the responsibility of the applicant or student to contact the SRU Disability Services to request appropriate accommodations.*

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness’s Signature

\_\_\_\_\_  
Date

## APPENDIX D

### Slippery Rock University Doctor of Physical Therapy Program(SAMPLE)

I, \_\_\_\_\_, have been oriented to the general policies of the DPT program during new student orientation. I recognize that it is my responsibility to know and adhere to all program policies while enrolled in the DPT program. These policies include those related to the clinical education program, including, but not limited to:

- Clinical placements are made by the program DCEs
- Clinical placements are made based on educational criteria, not on convenience
- **Students may be placed anywhere in the United States at the discretion of the DCEs**
- Students are responsible for all expenses related to completing clinical rotations
- A commute to a clinical site of approximately 1 hour is considered reasonable (the student may elect to move closer to decrease commute time) Note: Students may have an opportunity to supply the DCEs with *preferred* geographical locations for consideration when making clinical rotation assignments
- Students are expected to have automobiles or other available transportation to access clinical sites during assigned rotations
- Students must successfully complete all background checks, clearances, and certifications required by the program and assigned clinical sites (See Clinical Education Manual)

I understand that I must adhere to GSPT and SRU standards and regulations related to conduct and professional behavior as elucidated in the GSPT DPT Student Handbook AND the SRU Code of Conduct. I understand and accept the responsibility to *demonstrate professional behaviors as a student that reflects those of a licensed professional in physical therapy*. I also agree to:

- Be prepared for all learning experiences
- Accept and offer constructive, objective communications
- Initiate learning and seek necessary guidance/assistance
- Display intellectual curiosity and a commitment to learning
- Demonstrate academic competence
- View educational commitment as a full-time job
- Have courtesy, tact, patience, respect and a sense of humor
- Have a willingness to volunteer and explore
- Display creativity and sensitivity
- Maintain professional attire/character
- Be responsible and reliable
- Effectively use time and available resources
- To represent self, peers, faculty, the DPT Program and the University in a positive manner
- To display enthusiasm for the profession and for learning.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Witness: Print Name

