

UNIVERSITY OF CONNECTICUT
College of Agriculture, Health and Natural Resources
Department of Kinesiology



Student Manual
Of
Policies and Procedures
2016-2017

Doctor of Physical Therapy Program

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1. Introduction

UNIVERSITY OF CONNECTICUT COLLEGE OF AGRICULTURE, HEALTH, AND NATURAL RESOURCES

Mission

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

Vision, Values and Mission of the Physical Therapy Program

Vision:

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

Values and Beliefs:

The Physical Therapy Program faculty:

- Value truth, honesty and open communication;
- Consider academic freedom and debate necessary for program development and well-being;
- Expect all members of the Program to be thoughtful, considerate, patient and to maintain positive working relationships with each other;
- Expect transparency in administrative actions within the limits of protection of personal privacy as is in keeping with the public mission of the University and an inclusive Program community;

- Anticipate that each member of the Program will accept responsibility for their performance improvement and that of the Program;
- Expect professionalism (Conforming to the standards of the academic and physical therapy professions) of each member of the Program community;
- Consider instruction that integrates research and practice and is offered within an environment that both challenges and supports students essential to the development of life-long clinician-scholars;
- Embrace diversity in patients, students, faculty and staff as essential to the development of effective physical therapy practitioners and leaders;
- Accept responsibility to pursue scholarship that advances science and clinical practice;
- Value the integration of the best available evidence, clinician experience and patient values in the practice of physical therapy;
- Recognize that a high quality clinical teaching program is a vital part of the curriculum and integral to the success of the Program;
- Value service and public engagement as essential experiences that enhance student and faculty research, support curriculum development and promote the University, Department, Program as well as its faculty and students.

Mission

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

Philosophy of the Physical Therapy Program

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

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

Guiding Principles of the Curriculum

Consistent with the program philosophy the Physical Therapy Program in the Department of Kinesiology at the University of Connecticut holds the following beliefs as the foundational guiding principles and values for the teaching, research and service activities necessary to meet its mission:

1. A curriculum is systematically sequenced with opportunities for students to acquire and apply knowledge through evidence-based decision making with increasing skill within and across semesters and years.
2. Evidence gained from the scientific literature, clinical experiences and patient/client and societal values create a foundation for the thoughtful consideration of multiple alternatives in physical therapy patient/client management when:
 - a. Examinations are based on clinimetrically sound measures, careful design and analysis, skillful observations, and respect for the patient/client/family/cultural perception of the problem.
 - b. The "diagnostic processes" of evaluation, diagnosis and prognosis decisions integrate up-to-date literature and clinical observations with the recognition of still existing uncertainties in the practice of physical therapy.
 - c. The patient/client management process is based on the integration of the evidence gathered as well as on hypotheses that the intervention(s) will likely produce outcomes that represent meaningful changes in the patient/client functional skills and/or quality of life.
3. Students learn best when:
 - a. Expectations are made clear through the provision of syllabi that include instructor contact information, course objectives, an indication of topics to be covered, a list of assignments/responsibilities, and a summary of how grades are determined.

- b. Accountability to expectations involves frequent opportunities to show competence in specific skills, clinical decision making and professional behavior.
4. Self-assessment is required and results in plans for growth that:
- a. Are revisited as the student progresses through the curriculum.
 - b. Include strengths and areas for improvement based on self-identified goals.
 - c. Provide practice in the self-initiated life-long learning strategies required of a professional increasing the probability that these strategies will be used after graduation.
 - d. Instruction includes a combination of traditional and technologically enhanced lectures, laboratories and discussions, case presentations, mentoring, student-initiated exploration, and problem-based learning opportunities.
 - e. Opportunities for presentation and discussion of the advantages and disadvantages of multiple, plausible alternative patient/client management plans are considered and applied within the constraints of clinical practice.
 - f. Faculty advising and mentoring include opportunities for students to develop and demonstrate confident clinical decision making skills and professional behaviors modeling both team collaboration skills and the development of individual leadership skills.
 - g. Planned opportunities exist for student discovery, guided practice, feedback and growth in applying knowledge, skills and attitudes to real patients/clients care situations during activities integrated within the curriculum as well as through full time placements where students are immersed in the clinical role.
 - h. Research competencies are closely related to the general practice role of graduates. Participation in research studies, the writing of systematic reviews and case-reports are acceptable culminating papers for a graduate degree.
 - i. Opportunities for leadership development through service activities in departmental and school wide committees and professional groups facilitate a feeling of "belonging" to the school, the department and the profession.

The faculty research agenda is most feasible and successful when the research related curricular and degree requirements for the students can be coordinated with, complementary of, and integrated with individual faculty research plans.

Service activities of the faculty model the expected leadership and professional behaviors for the students while contributing to the Program, Department, School, University and professional

organizations helping to assure quality educational and professional opportunities for our program, students and graduates.

The success of a professional physical therapist education program depends on developing, maintaining and evolving strong relationships with the professional community of therapists who provide practicum opportunities and are the ultimate employers and evaluators of our graduates.

The Doctor of Physical Therapy Program at the University of Connecticut is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). CAPTE is located at 1111 North Fairfax Street, Alexandria, Virginia 22314. Contact information: telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The program completed a self-study and hosted in site visit in 2010-2011. The program was re-accredited until 2021.

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

- Review the list of programs with scheduled on-site review. See: <http://www.apta.org/AM/Template.cfm?Section=CAPTE1&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=65&ContentID=20194> for more information
- If you wish to submit written testimony about the program, you must provide the following information:
- Comments must be related to the published (on-Web) Evaluative Criteria and must identify the specific program;
- Written testimony/information must be received no later than two weeks prior to the scheduled on-site visit;
- Your name, address and telephone contact must be provided for Department of Accreditation purposes only in order to verify the source of the testimony;
- All comments without identifying information will be provided to the on-site team for investigation and the program for a response, if needed, or for information. Both the written comments and the response, if any, will be provided to CAPTE in its deliberation on the program.

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

Clinical Education

The role of clinical education in the preparation of Physical Therapy professionals cannot be overstated. The Program in Physical Therapy at the University of Connecticut is committed to excellence in this most important area. Clinical sites are selected based on a known history of

superior patient care and a clear statement of dedication to the learning process. It is the belief of the faculty that, through clinical application of knowledge gained in the classroom; a student integrates and expands his/her understanding of the processes of patient care.

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

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

2. Curriculum in Physical Therapy

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

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

DOCTOR OF PHYSICAL THERAPY PROGRAM

Effective November 1, 2013

Summer 1				
PT 5410	Human Anatomy: Trunk & Upper Extremity	4		
PT 5440	Evidence Based Practice in Physical Therapy	3		
PT 5480	Interaction for Health Care and Society	3		
Fall 1				
PT 5416	Clinical Neuroscience	5		
PT 5460	Intro to Clinical Education	1		
PT 5420	Foundation in Clinical Pathology	3		
PT 5430	Biomechanics and its Clinical Applications	3		
PT 5450	Fundamentals Physical Therapy Examination	5		
	Total credits	17		
Spring 1				
PT 5412	Human Anatomy: Pelvis & Lower Extremity	4		
PT 5414	Clinical Human Physiology	3		
			Total credits	17
Summer 2				
PT 5424	MS Pathology	4		
PT 5452	Therapeutic Exercise & Physical Agents Part 1	2		
PT 5438	Professionalism for the Physical Therapist	2		
Fall 2				
PT 5431	Prevention, Health Promotion, Fitness & Wellness	2		
PT 5481	Therapeutic Exercise & Physical Agents Part 2	2		
PT 5453	Musculoskeletal Rehab: Spine	3		
PT 5454	Musculoskeletal Rehab: Extremities	3		
PT 5463	Internal Integrated M/S Clinical Practicum II	2		
PT 5433	Management for the Physical Therapist	3		
PT 5465	Public Engagement in Prevention, Health Promotion, Fitness & Wellness* (2 hours a week practicum by arrangement) 1 hour a week in class	1		
	Total credits	16		
Spring 2				
PT 5437	Education & Communication for Physical Therapists	3		
PT 5462	Internal Integrated M/S Clinical Practicum I	1		
			Total credits	12
Summer 3				
	Cumulative Examinations (May)	0		
	Total credits	0		
Fall 3				
PT	Clinical Education I (August- Oct)	10wks		
PT	Clinical Education II (Oct – Dec)	11wks		
	Total credits	16		
Spring 3				
PT	Clinical Education III (Jan-April)	12 wks		
	PT 5461, PT 5464, PT 5467 are the course numbers for the clinical education experiences but can be in any order based on placement availability			
PT 5448	Capstone Scholarly Report Preparation (April – May)	2		
			Total credits	10

3. Physical Therapy Student Responsibilities

Physical Therapist Students are responsible for:

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

Professional Behaviors:

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

Physical Therapy Student /APTA membership:

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

Administrative Policies:

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

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

Student Employment:

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

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

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

4. Academic Policies

Nondiscrimination Policy :

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

One may file complaints with the Office of Diversity and Equity (ODE) within 30 days after the discriminatory act by calling (860) 486-2943 or writing to ODE at Wood Hall, Box U-2175, 241 Glenbrook Road, Storrs, CT 06269.

Technical Standards and Assistance:

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

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

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

The faculty of the Physical Therapy Program has a responsibility for the welfare of the patients treated or otherwise affected by students enrolled in the program as well as for the educational welfare of its students. The technical standards developed for the Doctor of Physical Therapy

Program establish the essential qualities necessary for students to achieve the knowledge, skills and abilities of a novice physical therapist and meet the expectations of the Commission for Accreditation of Physical Therapy Education. Thus, individuals must meet the technical standards described below, with or without accommodation, throughout their course of study. Information related to accommodation and the University of Connecticut *Policies and Procedures Regarding Students with Disabilities* can be accessed at this website: www.csd.uconn.edu

Specific Demands and Requirements

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

- Performance of moderately strenuous physical activities.
- Coordination, speed and agility to assist and safely guard (protect) patients who are walking, exercising or performing other rehabilitation activities.
- Adjust, move and position equipment and patients, which involves bending or stooping freely to floor level, reaching above the head, lifting, carrying, pulling, and pushing.
- Provide cardiopulmonary resuscitation
- Manipulate small devices used in physical therapy; this involves adjusting gauges, dials, small nut/bolts, and equipments settings
- Elicit information from patients by palpation, auscultation, percussion and other examination procedures.
- Legibly record/document all records required for academic and clinical coursework

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

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

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

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

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

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

Disclosure of a Disability:

AMERICANS WITH A DISABILITY ACT AND CLINICAL EDUCATION

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

Center for Students with Disabilities (CSD)

Wilbur Cross, Room 161, (860) 486-2020 (voice/TDD), (860) 486-4412 (FAX)

University Program for College Students with Learning Disabilities (UPLD)

249 Glenbrook Road, Unit 2064

Storrs, CT 06269-2064

(860) 486-0178, (860) 486-5799 (FAX)

Dept. Web Site: <http://www.cped.uconn.edu>

Services for Students with Disabilities

For complete information regarding the [University's Policies and Procedures Regarding Students with Disabilities](http://www.csd.uconn.edu), please refer to www.csd.uconn.edu.

Center for Students with Disabilities

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

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

Process for securing testing accommodations:

Students with disabilities are eligible for test accommodations determined on an individual basis. "Test," as used in this context, refers to quizzes and examinations taken during the semester in conjunction with an academic class.

"Reasonable accommodations" depend upon the nature and degree of severity of the documented disability. Test accommodations determined on a case-by-case basis may include:

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

If the need for accommodations is deemed appropriate, **University Program for College Students with Learning Disabilities (UPLD)**

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

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

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

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

Absences from Final Examinations:

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

Grading:

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

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

Expected Performance Grading and Dismissal

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

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

Grading:

The letter *A* signifies work of distinction. The letter *B* represents work of good quality, such as is expected of any successful graduate student. The letter *C* represents work below the standard expected of graduate students in their area of study. It is recognized that work of *C* quality in a

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

S and U

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

Absences:

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

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

Examination and Testing Contingency Arrangements

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

Academic Requirements for Enrollment in Clinical Practicum Courses

All students are reviewed by their faculty advisors and the faculty as a group to determine readiness for clinical practica. Students who have received below a C in any previous coursework or are not making suitable progress in meeting the academic requirements for the degree, or professional development will be reviewed by the program's advisory committee to determine whether they may progress to participation in full time clinical practica. Specific

policies and procedures regarding readiness for clinical education can be found in the Clinical Education Policy and Procedure Manual

Prior to the start of full time clinical practicum courses, each student must pass a cumulative examination. The examination is a comprehensive review of all curricular content. The exam consists of three content areas: medical/surgical, orthopedic, and neurological. In each content area the student will be required to complete three components related to a specific case example. The students will complete a written response related to the case, practical examination and appropriate documentation for the case. Students must successfully complete testing in each content area in order to enter full time clinical training. If a student fails to demonstrate competency in one or more content areas he or she will be permitted to retake the exam up to 2 times at the discretion of the academic advisory committee.

5. DPT Final Project

Professional Paper/Project Policies

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

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

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

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

A. Systematic Review

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

B. Research Report

A research project is conducted in association with one or more faculty mentors and physical therapy students. Only research projects for which there is a prior agreement of collaboration from a University of Connecticut faculty member are allowed. To facilitate such collaboration, a list of topics with which faculty are willing to involve students will be made. Although more than one student may be involved in a project, each student must participate in data management and preparation of a paper conveying substantive findings. While publication of the report is not required, it is expected that the paper will be of such a quality that it could be submitted for publication.

C. Major Case Report

The student will select a real case from his or her clinical affiliations and a faculty member is recruited to assist the student in the selection of an appropriate case and who will supervise the student's writing of the case report. The case should be unique or illustrative so as to expand the knowledge or understanding of those who read it. Students who exercise this option will need background material, usually obtained through the evidence based paper assignment, and considerable data to effectively write and present the case. Reports are to be written with the APTA's "Writing Case Reports" (McEwen, 2001) as a guide and should describe patient management using the format of the "Guide to Physical Therapy Practice".

Arrangement for students to work with one or more research mentors is generally completed by the end of the first fall semester and no later than the first spring semester

Role of the Research Mentor:

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

6. Academic Advising

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

Role of Advisors in the Physical Therapy Program:

Academic Advising

In the first year the student will be assigned a faculty advisor. The initial assignment is by random process to a faculty member with a full-time appointment. As an advisor the faculty

member works closely with the Program Director. The faculty member should meet with the student in the first few weeks of the Fall semester or sooner when possible. If the advisor is unavailable during the first summer of the program the Program Director will assume the advisors responsibilities until the fall semester.

Roles and Responsibilities:

- 1) Advise and council students on academic coursework and address any difficulties/problems the student is having.
- 2) At the end of each semester students who are below 3.0 GPA will be notified by the Program Director. This event will require that the student's performance be reviewed by the Academic Advisory Committee. The faculty advisor should advise the student of the process as well as review the Graduate School policy related to academic performance expectations and dismissal policies. At the request of the student, a faculty advisor who is not a committee member, may accompany the student in meetings with the Academic Advisory Committee. Faculty advisors serving on the Academic Advisory Committee will attend all meetings of the committee.

Due Process:

Appeal Process of Course Evaluation

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

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

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

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

Appeal Process Related to Recommendation of Academic Dismissal

In cases where a recommendation of dismissal from the Physical Therapy Program is made by the Academic Advisory Committee to the Graduate School the student will be notified by the Associate Dean of the Graduate School. A process to request a hearing with the Associate Dean and appeals procedures are described in the Graduate Bulletin and thus are the policy of the

Physical Therapy Program. Students should refer to the Graduate Bulletin for complete information and may direct questions to the Program Director, Department Head or the associate Dean of the graduate School.

Grievance Procedures

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

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

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

Step 1. If a student has a grievance with faculty or staff associated with the program, the student should meet first with the person that is believed responsible for the grievance in an attempt to informally resolve the problem. It is believed that most student concerns can be resolved through direct and open communication between the parties concerned.

Step 2. If the student is not satisfied with the results of the informal meeting, s/he should submit a written complaint to the primary faculty, along with a request for a meeting with the primary faculty. One of these faculty members, who is not involved in the grievance, will be selected to serve as a mediator. The written grievance should be presented promptly to the primary faculty and prior to the scheduled meeting. The student grievant may be accompanied by a representative of his/her choice at any step of the process. Subsequent to this meeting, the program director will return a written response to the student grievant within ten working days. If the grievance is resolved, a copy of the written resolution should be included in the student's file.

Step 3. If the student grievant is dissatisfied with the results of Step 2, s/he may appeal in writing to the Director of the Physical Therapy Program within ten working days of the date of the Step 2 response. Upon receipt of the appeal, the Program Director will schedule a meeting with the

grievant and the individual at whom the grievance is directed within ten working days. After the Step 3 meeting, a written response will be issued to both parties within fifteen working days.

Step 4. If either party is dissatisfied with the results of Step 3, s/he may appeal in writing to the Associate Dean of the College of Agriculture, Health, and Natural Resources within ten working days from the date of the Step 3 response. Upon receipt of the appeal, the Associate Dean will schedule a meeting with the grievant and the individual at whom the grievance is directed within ten working days. A written response will be issued to both parties within fifteen working days. The Step 4 decision shall be deemed final and binding. A copy of the final grievance and results will be maintained in the student's file for historical purposes.

Change in Research Project Faculty Research Mentor or Faculty Advisor
The student makes a written request through the Program Director to change their research mentor(s) of faculty advisor.

7. Clinical Education Policies

All clinical education policies can be found in the Program's Clinical Education Policy and Procedure Manual. ***Students are responsible for all, and any, of the charges related to the Criminal Background Checks, Health Policies, CPR and First Aid certifications and required health insurance.***

Criminal Background Checks:

Placement in the clinical setting requires state and federal criminal offense background information (COBI) checks at one or more points during the program. In addition, some sites may also require a 5- or 10-panel drug screening before a student can begin interacting with patients. The costs of meeting these requirements are the responsibility of the student. Positive reports related to criminal records or drug use may preclude placement in required clinical experiences and therefore completion of the Doctor of Physical Therapy degree requirements. The University is not responsible for arranging clinical placements required for degree completion under these circumstances.

8. Health Policies Immunizations & Titers:

Titers demonstrating immunity to infectious diseases (including Hep B, measles, mumps, rubella and varicella) are required for placement in clinical experiences. A record of prior immunization is not sufficient to fulfill these requirements. Evidence of immunity and costs associated with testing are the responsibility of the student. Titers may be done through either your family doctor or the University's Student Health Services. Students who fail to provide written documentation that they have met the above stated health requirements will *not* be allowed in the clinical areas and will be unable to complete the degree requirements. Additionally, some clinical settings require that students be immunized against influenza, or fit for respiratory masks. This service can be arranged on campus through Student Health Services for a small cost.

Physical Therapy students must be free of communicable disease and in good health in order to be admitted to and complete the PT program. Health services are provided through Student Health Services at reduced rates.

All students are required to carry personal health insurance throughout the program. All students are required to provide the University with documentation of well being and good health prior to any course work that may require direct, or indirect, patient contact.

The Physical Therapy Program, in compliance with the OSHA Blood Bourne Pathogen Standard, will provide mandatory annual educational sessions for all students. All students must provide proof of completion of these annual sessions before being sent to any clinical site.

Prior to any clinical involvement students must have had, and present annually: acceptable proof from Student Health Services of a physical, including urinalysis and CBC, up to date immunization records (Rubella, Varicella, Measles, Mumps, Rubeola and Hepatitis B titers, a DT (diphtheria/ tetanus) inoculation within 10 years, and an annual PPD test. If there is any documentation of treatment for TB or if PPD is positive, a chest x-ray is required.

The Hepatitis B series must be completed by no later than the end of the Spring semester of the first year of the professional program. Students who do not complete the series for medical or personal reasons must complete and sign a Declination of Hepatitis B Vaccination form. Some clinical sites require the full series so exempted students would not be allowed to perform patient care activities at those sites.

The Physical Therapy Program's Clinical Education Program Assistant (Koons Hall room 111A) will inform students of required health policies that must be cleared prior to each clinical experience. Students must complete all the necessary health data forms in a timely fashion.

Health Forms and additional information can be found at www.shs.uconn.edu. The Program Director of the Physical Therapy Program may request additional documentation at any time from the student's personal physician if a health problem might be aggravated by exposure to required laboratory and clinical experience or if a health problem might endanger a patient in a clinical setting.

CPR AED & FIRST Aid

Current CPR Professional Rescuer with AED and First Aid certification are required by the beginning of the first fall semester and must be maintained throughout the time the student is in the DPT program. Any student whose CPR and or First Aid certification expires before the end of a clinical practicum course will not be allowed to start that course.

Each student must submit to the Physical Therapy Program's Clinical Education Program Assistant (Koons Hall room 111A):

- Physical Examination Form (DPT I) and Health Review Form (DPT II and III)

- Proof of Completion of the Hepatitis B series which is included on the Health History Form (or signed waiver)
- Proof of completion of the OSHA Blood Borne Pathogen Standard educational sessions for every year in the program
- Proof of completion of the HIPAA educational session DPT I
- Health Insurance Verification Form
- Proof of Completion of an CPR Professional Rescuer with AED and First Aid course
- Signed “Release and Authorization for Use or Disclosure of Protected Health Information” form.
- Personal Property Waiver
- Medicare Exclusion Waiver

9. Graduation Requirements

Academic Requirements for Graduation

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

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

Application for the Degree

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

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PART I

Admission Policies

Admission to the Doctor of Physical Therapy Program

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

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

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

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

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

PART II

Health Services and Immunization Compliance Information

Physical Examination

All DPT students are required to be free of communicable disease and in good health prior to any course work that may require direct, or indirect, patient contact. Thus, all students are **required** to have an initial physical exam before the start of the first Fall semester. The following lab work must be done and a **copy of the lab slip** must accompany the *Clinical Rotation Health Review Form*:

- Hemoglobin/Hematocrit
- Urinalysis
- Titers for HepB*, Measles, Mumps, Rubella & Varicella– (*incidence of disease not sufficient.*)
- Up-to-date Tetanus immunization (*should be done within the last 10 years*), TDAP preferred
- Mantoux PPD or Quantiferon (Tuberculosis) – 2-step test or chest x-ray (*if positive, student must present proof of INH therapy or a negative chest X-ray*).

IT IS THE STUDENT'S RESPONSIBILITY TO PRESENT COMPLETED FORMS TO THE CLINICAL COMPLIANCE COORDINATOR

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

Students may have the physical exam, the initial PPD Test and the repeat PPD Test conducted by the University Student Health Services (The Infirmary), **or** students may elect to have the physical exam and required tests performed by a private physician.

For students utilizing University Student Health Services (The Infirmary), **physical exams are by appointment only**. There is a \$75 fee for services and students are responsible for checking with their own insurance carrier to determine if the required physical examination and lab tests are covered. Costs not covered by the student's private insurance will be the responsibility of the student. Refer to the Schedule of Fees for the University Student Health Services included in this packet.

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

***Hepatitis B Immunizations**

Students in the DPT program are **required** to have the Hepatitis B Immunization series.

This series **must** be completed by the end of the Fall semester of the first year in the program, regardless of when you have your initial physical.

Failure to provide proof of injections will be viewed as non-compliance and will result in placement of a bar on registration access. Student Health Services will provide the immunization series of three (3) injections, **OR** students may elect to have the immunization performed by a private physician.

- Students using Student Health Services should report to Clinic Desk and identify themselves as a DPT student. For Hep B Immunization costs, refer to the SHS Schedule of Fees.
- Students using a private physician **MUST** provide a completed *Verification of Hepatitis Immunization Form* to Student Health Services **AFTER EACH INJECTION**.

Note: Hepatitis B Immunization is a series of three (3) injections. The series must be given in a specified time line. If the timeline between individual injections is late or interrupted, you may have to begin the series anew based upon medical assessment. **You are responsible to monitor your series. The school will not notify you for each injection.**

CPR/AED w/ First Aid

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

OSHA Bloodborne Pathogens Training

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

HIPAA training

All DPT students will receive classroom training in HIPAA (Health Information Privacy & Protection Act) during their orientation session. Thereafter, students may be required by the individual clinics to undergo further training.

Health Insurance Verification

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

Release of Health Information

All students in the professional phase of the curriculum are required to complete a ***Release and Authorization for Use or Disclosure of Protected Health Information*** Form for release of medical records to clinical affiliates. This authorization will remain in effect for the duration of the student's time in their professional program. Information obtained from physical exams will be made available to the DPT Program and to each clinical site where the student is placed.

Property Waiver and Medicare Exclusion Waiver

All DPT students are required to complete the Personal Property Waiver and Medicare Exclusion Waiver upon completion of their orientation session. Some clinical sites require additional verification of student exclusion of Federal payment plans, which will be addressed by the Compliance Coordinator 4-6 weeks before the student begins their affiliation.

DPT Program Health and Immunization Requirements

Requirement	DPT I	DPTII	DPTIII
Physical Exam, inc. urinalysis	X	-	-
Titers for HepB*, Measles, Mumps, Rubella, Varicella & Annual PPD	X	X	X
CPR/AED w/ First Aid	X	X	X
OSHA Bloodborne Pathogens Training	X	X	X
HIPAA training	X	-	-
Health Insurance Verification	X	X	X
Health Info Release	X	-	-
Property Waiver	X	-	-
Medicare Exclusion Verification	X	-	-

**UNIVERSITY OF CONNECTICUT
COLLEGE OF AGRICULTURE, HEALTH, AND NATURAL RESOURCES**

HEPATITIS B IMMUNIZATION INFORMATION

All students in the College of Agriculture, Health, and Natural Resources are required to complete the Hepatitis B Immunization Series. Students can obtain the Immunization series through either Student Health Services or by a private health care provider. This series must be completed by the end of the Spring semester of the first year in the program.

Hepatitis B Immunization is a series of three (3) injections. The series must be given in a specified timeline. If the timeline between individual injections is late or interrupted, the student may have to begin the series anew based upon medical assessment. You are responsible to monitor your series. The School will NOT notify you for each injection. Therefore to avoid added costs, please note the timeline below and carefully follow through on each injection.

HEPATITIS B IMMUNIZATION TIMETABLE

Carefully note date of each injection

Avoid disrupting the timeline & incurring added costs

Student must complete entire series of three (3)

- 1st injection
- 2nd injection One month from 1st injection
- 3rd injection Six months from 1st injection

Students using STUDENT HEALTH SERVICES:

Student Health Services will provide the immunization. Students are to report to the Clinic Desk in Student Health Services. Explain that you are there for the Hepatitis B Immunization Series and that you are a DPT student. Be sure to identify yourself as a DPT student so we will be notified of your immunization. If you are using Student Health Services for your Hep B immunization, the “**University of Connecticut – Student Health Services Hepatitis B Immunization Record**” does not need to be completed.

Students using a PRIVATE HEALTH CARE PROVIDER

PLEASE NOTE: A copy of the enclosed “**University of Connecticut – Student Health Services Hepatitis B Immunization Record**” or some other form of proof from your private health care provider **MUST** be presented to Student Health Services, following **EACH INJECTION**. This is our only means of tracking your progress in the process of receiving the series of Hepatitis B Immunizations. Failure to follow this important step will be viewed as **non-compliance** in this area and will result in the placement of an advising bar on your registration access. Once you have completed the series, the **completed form** must be presented to Student Health Services staff.

Part III

University Policies & Procedures

PROTECTION OF STUDENTS AND STAFF FROM DISCRIMINATION AND HARASSMENT DURING OFF-CAMPUS EXPERIENCES

It is necessary for students in many programs to complete practica or internships within outside organizations. Employees also may be assigned to work at external sites as a part of their job duties. The University's legal and ethical obligations to protect the civil rights of students and staff extends to those settings.

Below are policy guidelines developed in cooperation with several Deans whose students customarily complete practica with other agencies as part of their academic programs. Your cooperation in administering the guidelines is appreciated. Should you need advice or assistance, please consult with Dana McGee, Director of the Office of Diversity and Equity (860-486-2943)

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

A. All contracts with suppliers of services must include reference to the Governor's Executive Orders 3 and 17, and specific language is required. These Executive Orders cover nondiscrimination, as does C.G.S. Section 4a-60.

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

1. C.G.S. Section 46a-71 prohibits discrimination in the delivery of service; forbids state agencies to become parties to agreements with entities that discriminate (or fail to bar discrimination); requires state each State agency to analyze all of its operations to ascertain possible instances of noncompliance with the policy sections 46a-70 to 46a-78, inclusive, and to initiate comprehensive programs to remedy any defect found to exist; and requires every State contract or subcontract for construction on public buildings or for other public work or for goods and services to conform to the intent of Section 4a-60.

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

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

II. Internal Procedures for University Unit Entering Agreements.

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

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

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

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

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

1. Publication of the appointed staff person's identity (noted in II (C) above).
2. Means by which an aggrieved person may file a complaint, formal or informal, and may inform the unit of his or her desired resolution.
3. Means by which the school/unit may be assured that the complaint is treated properly by the external agency. "Properly" is defined as the standard for remedies imposed in similar complaint situations filed against an internal party.
4. Protection of the complainant from retaliation must be assured.

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

G. ODE is to be consulted on a case-by-case basis. If an employee of the University is accused of discriminatory conduct, ODE must be apprised of the complaint. ODE may handle these complaints itself or may advise the designated representative of the school or unit.

Reviewed: 11-03

Any questions concerning the

University Policies e-Library contact:

UITS Help-Center

(860) 486-4357

Email: HelpCenter

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POLICY STATEMENT ON HARASSMENT

The University of Connecticut reaffirms that it does not condone harassment directed toward any person or group within its community — students, employees, or visitors. Every member of the University shall refrain from actions that intimidate, humiliate or demean persons or groups, or that undermine their security or self-esteem.

Harassment consists of abusive behavior directed toward an individual or group because of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, mental retardation, past/present history of a mental disorder), or prior conviction of a crime (or similar characteristic). The University (a) strictly prohibits making submission to harassment either explicitly or implicitly a term or condition of an individual's employment, performance appraisal, or evaluation of academic performance; and (b) forbids harassment that has the effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

The University deprecates behavior that denigrates others. All members of the University community are responsible for the maintenance of a social environment in which people are free to work and learn without fear of discrimination and abuse. The failure of managers at any level to remedy harassment violates this policy as seriously as that of the original discriminatory act.

Sexual harassment is defined as any unsolicited and unwanted sexual advance, or any other conduct of a sexual nature whereby (a) submission to these actions is made either explicitly or implicitly a term or condition of an individual's employment, performance appraisal, or evaluation of academic performance; or (b) these actions have the effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

Examples of sexual harassment in the work place may include all activities that attempt to extort sexual favors, inappropriate touching, suggestive comments, and public display of pornographic or suggestive calendars, posters, or signs. All forms of sexual harassment and discrimination are considered serious offenses by the University. Such behavior is particularly offensive when power relationships are involved.

The University strongly discourages romantic and sexual relationships between faculty and student or between supervisor and employee even when such relationships appear, or are believed to be, consensual. The lines of power and authority that exist between the parties may undermine freedom of choice.

Graduate students serving as teaching assistants are well advised to exercise special care in their relationships with students whom they instruct and evaluate as a power differential clearly exists although teaching assistants do not hold faculty appointments.

Any person who believes that she or he is being harassed or otherwise subjected to discrimination because of race, color, ethnicity, religious creed, age, sex, marital status, national origin, ancestry, sexual orientation, genetic information, physical or mental disabilities (including learning disabilities, mental retardation, past/present history of a mental disorder), or prior conviction of a crime (or similar characteristic), is encouraged to consult the Office of Diversity and Equity (ODE). The office is located in Wood Hall, Unit 2175, 241 Glenbrook Road, Storrs, Connecticut 06269-2175; telephone, 860-486-2943.

Complaints against students are governed by the provisions of the Student Conduct Code rather than this policy. Any such complaints should be directed to the Office of the Dean of Students, Wilbur Cross Building, Room 202, 233 Glenbrook Road, Unit 4062, Storrs, CT 06269-4062; telephone (860) 486-3426. Any person who believes he or she is a victim of, or witness to, a crime motivated by bigotry or bias should report it to the University of Connecticut Police Department at (860) 486-4800, located at 126 North Eagleville Road, Unit 3070, Storrs, CT 06269-3070.

Deans, directors, department heads, and supervisors receiving complaints must alert ODE as to the nature of the incident, and may refer the inquirer to the ODE, or seek information on the inquirer's behalf to resolve the complaint. The anonymity of the complainant and accused may be maintained during the reporting and consultation process. Other sources of information include the Women's Center, the Office of the Dean of Students, the Simons African-American Cultural Center, the International Center, the Puerto Rican/Latin American Cultural Center, the Center for Students with Disabilities, the Asian-American Cultural Center, and the Rainbow Center.

Each office and person involved in advising complainants of sources of assistance must avoid comments that might dissuade victims from pursuing their rights or constitute threats of reprisal. Such behavior in itself is discriminatory and is a violation of this policy.

Philip E. Austin
President

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University of Connecticut's Policies and Procedures for Students with Disabilities

(Excerpts taken from the 2000-2001 Undergraduate Catalog, University of Connecticut. For complete text and information, please refer to the Catalog.)

Preamble. The University of Connecticut is committed to achieving equal educational opportunity and full participation for persons with disabilities. It is the policy that no qualified person be excluded from participating in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the commitment to non-discrimination for all persons in employment, access to facilities, student programs activities and services.

- A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic, or attitudinal must be removed. There must be ongoing vigilance to ensure that new barriers are not erected.
- The efforts to accommodate people with disabilities must be measure against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the regular services and programs.
- Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitable and efficiently to all of its members. *Adopted June 1989*

Accessibility: The Key to Equal Opportunity

- Assurance of equal educational opportunity rests upon legal foundations established by federal law, specifically the Rehabilitation Act of 1973 including Section 504, and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is any person who: 1) has a physical or mental impairment, 2) has a record of such impairment; or 3) is regarded as having such an impairment which substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning
- Policies regarding access for persons with disabilities apply to the main campus, regional campuses, the School of Social Work, and the School of Law. Individuals seeking services should contact the designated Disability Contact Person at each respective campus.

University Disability Contact Personnel Main Campus (Storrs): Center for Students with Disabilities (CSD)

Donna M. Korbel, Director
Jennifer H. Lucia, Associate Director
Wilbur Cross, Room 161, (860)486-2020 (voice/TDD), (860)486-4412 (FAX)

University Program for College Students with Learning Disabilities (UPLD)

Joseph Madaus, Director
College of Agriculture, Health, and Natural Resources, Hall Building, Room 110
(860)486-0178, (860)486-5799 (FAX)
(860)626-6804, (860)626-6847 (FAX)

Academic Accommodations Student Rights and Responsibilities

Every Student with a documented disability has the following rights:

1. Equal access to courses, programs, services, jobs, activities, and facilities available through the University.

2. Reasonable and appropriate accommodations academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
3. Appropriate confidentiality of all information pertaining to his/her disability with the choice of whom to disclose their disability to except as required by law.
4. Information reasonably available in accessible formats.

Every student with a disability has the responsibility to:

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

Institutional Rights and Responsibilities

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

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

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

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

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

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

Specific Policies

Policy Responsibilities of the Disability Contact Person Include:

1. Determining eligibility for participation of students with disabilities in the academic accommodations process based upon a review of appropriate documentation.
2. Determining the appropriate accommodation for each student based on the individual's need.
3. Assuring the student receives the appropriate accommodation.
4. Interacting with faculty when appropriate.

Responsibilities of the Student Include:

1. Contacting the Disability Contact Person at the campus he/she is attending at the beginning of each semester so that appropriate accommodations can be made in a timely manner. Students are strongly encouraged to make this contact within the first two weeks of each semester. This includes filling out the required academic accommodation form which indicates the student's need (e.g., extended time to complete exams, note taker, classroom relocation, laboratory assistant, etc.).
2. Providing the Disability Contact Person with appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating the student's disability and suggested accommodations.
3. Providing signed consent authorizing the Disability Contact Person to discuss his/her need for reasonable accommodations, academic adjustments, and/or auxiliary aids with the professional source of his/her documentation.
4. Informing the faculty member or professor at the beginning of each semester about his/her disability, how performance may be affected, and necessary and reasonable accommodation(s). (This responsibility is optional for students at the School of Law).
5. Meeting the timelines and procedural requirements established by the Disability Contact Person for scheduling exams, requesting assistance, arranging with a faculty member, and/or the Disability Contact Person for getting the exam to the location of testing. If the student fails to provide adequate notice of the need for space and/or assistance, he/she is still entitled to the accommodation, but there is no guarantee that it can be provided in the fullest measure.
6. If the student fails to comply with these requirements, he/she will receive a written reminder of responsibilities in order to stress the importance of these requirements.

Responsibilities of the Faculty Member Include:

1. Discussing with the Disability Contact Person any concerns related to the accommodation(s) or arrangements that have been requested by the student during their initial contacts.
2. Determining the conditions under which the exam is going to administered (e.g., open book, use of notes, computer with word processing including spell check, formula sheet, calculator, scrap paper, dictionary).

3. Providing appropriate accommodations, either personally or by making arrangements with the Disability Contact Person.
4. Assuring the Timely delivery of the exam, along with all necessary instructions and materials for proper administrations, if a student's exam is to be administered outside of class. The faculty member may also make arrangements with the student for the delivery and return of exam.

Discrimination Case Management

Any employee, student, or other member of the University community injured by the discriminatory behavior of an employee may file a complaint under the University's *Discrimination Complaint Procedures*. Similar complaints against students should be filed with the [**Dean of Student Affairs - Dean of Student Office**](#).

University policy prohibits discrimination on the basis of race, sex (gender, sexual harassment), age, national origin, ethnicity, physical or mental disabilities, learning disability, sexual orientation, marital status, religion, status as a disabled veteran or veteran of the Vietnam Era, and any other group protected by civil rights laws. Each individual associated with the University is expected to conduct him or herself according to this standard and ensure that his or her actions comply with University policies and relevant laws.

Discrimination means unequal treatment or harassment based upon any of these group characteristics. Retaliation against a Complainant for filing a complaint, or against witnesses for providing testimony during an investigation, is also prohibited and can be filed as a separate charge under these procedures.

The investigation of discriminatory complaints is the responsibility of the Office of Diversity and Equity. Any individual may contact the office within 30 days after the discriminatory act by calling (860) 486-2943 or in writing to University of Connecticut, 241 Glenbrook Road, Attn: Kelly Jones, Paralegal and Legal Administrator, Wood Hall - Unit 2175, Storrs, CT 06269-2175.

Please be advised that you have the right to file complaints through the internal administrative system and with civil rights agencies.

The University's Office of Audit, Compliance, and Ethics handles matters regarding compliance concerns and/or issues. For more information or to contact the [**Office of Audit, Compliance, and Ethics**](#), please visit their website.

The Department of Human Resources handles matters involving collective bargaining agreements, grievance handling, discipline, performance evaluations and contractual benefits. In addition, the Labor and Employment Specialist, Michael Eagen, provides training and guidance to managers and supervisors on issues related to labor and employment issues. For more information or to contact the [**Department of Human Resources**](#) please visit their website.

UNIVERSITY OF CONNECTICUT
POLICY ON PROVIDING INFORMATION
IN ALTERNATIVE FORMATS

The University of Connecticut is committed to ensure effective communication to all individuals, including people with disabilities. In keeping with this standard, the University requires that:

- Printed materials will be made available in alternative formats upon request. Printed materials include, but are not limited to, departmental/program brochures, announcements of events and activities, newsletters, exams, applications, forms, and any other printed information made available to the general public;
- Films and video tapes promoting departmental and program information, or that acquired by a department or program, must be closed captioned;
- Departments and programs that sponsor public speakers, information sessions, or public performances must provide qualified interpreters for people with hearing disabilities upon request;
- Departments and programs that have extensive telephone contact with the public are encouraged to have TDDs (telephone services for the deaf);
- Departments and programs need to be aware of requests and have a mechanism to respond to them in a timely fashion.

The University maintains a variety of assistive technology for converting printed text to audio format, enlarged print, and Braille. Please refer to the Center for Students with Disabilities' Web site (www.ucc.uconn.edu/~stut2/) on the Husky Web Page, or call the Center at 486-2020 for the list of available assistive technology.

Further, printed information placed on the internet can be readily accessed by all individuals. Departments and programs are encouraged to put departmental information, announcements, newsletters, etc. on their Web sites.

The needs of individuals with disabilities should be taken into consideration during the design and construction of all Web sites. For information on how to create an accessible Web site, you may refer to the "Universal Accessibility Policy for State Websites" located on the State Home Page Advisory Committee Web site (www.state.ct.us/s)

The University uses the services of state agencies for qualified interpreters. Information is available through the Office of Diversity and Equity.

Providing alternative formats is a departmental and/or program responsibility. Normal budgetary channels should be accessed in order to fulfill requests. Should you require assistance or advice regarding an alternative format request, you may call the ADA Coordinator or the Assistant to the ADA Coordinator at 486-2943.

POLICY STATEMENT: PEOPLE WITH DISABILITIES

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subjected to discrimination with regard to any University program or activity. This policy derives from the University's commitment to nondiscrimination for all persons in employment, academic programs and access to facilities, programs, activities, and services.

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The University's efforts to accommodate people with disabilities must be measure against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the University's regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all the University's departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

APTA
Code of Ethics

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

PREAMBLE

This Code of Ethics of the American Physical Therapy Association sets forth principles for the ethical practice of physical therapy. All physical therapists are responsible for maintaining and promoting ethical practice. To this end, the physical therapist shall act in the best interest of the patient/client. This Code of Ethics shall be binding on all physical therapists.

PRINCIPLE 1

A physical therapist shall respect the rights and dignity of all individuals and shall provide compassionate care.

PRINCIPLE 2

A physical therapist shall act in a trustworthy manner towards patients/clients, and in all other aspects of physical therapy practice.

PRINCIPLE 3

A physical therapist shall comply with laws and regulations governing physical therapy and shall strive to effect changes that benefit patients/clients.

PRINCIPLE 4

A physical therapist shall exercise sound professional judgment.

PRINCIPLE 5

A physical therapist shall achieve and maintain professional competence.

PRINCIPLE 6

A physical therapist shall maintain and promote high standards for physical therapy practice, education and research.

PRINCIPLE 7

A physical therapist shall seek only such remuneration as is deserved and reasonable for physical therapy services.

PRINCIPLE 8

A physical therapist shall provide and make available accurate and relevant information to patients/clients about their care and to the public about physical therapy services.

PRINCIPLE 9

A physical therapist shall protect the public and the profession from unethical, incompetent, and illegal acts.

PRINCIPLE 10

A physical therapist shall endeavor to address the health needs of society.

PRINCIPLE 11

A physical therapist shall respect the rights, knowledge, and skills of colleagues and other health care professionals.

Student's Professional Behavior

Introduction

Professional behavior is critical to a student's engagement in the academic preparation program and ultimately to the physical therapist's success in clinical practice. While in the academic program, faculty will consider and monitor students' professional behaviors on an ongoing, regular basis beginning during the Summer of 2009.

Each course syllabus will contain at least one objective relating to professional behavior. Faculty choose objectives depending on course content and instructional strategies. Individual faculty may choose to include professional behavior in the grading criteria for the course.

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

Syllabus Objective Options

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

I. General Course Objective

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

II. Specific Course Objectives.

A. For traditional classroom-based or foundational science courses:

Throughout the course, students will demonstrate behavior consistent with that described in:

- *Physical Therapy Student Handbook* sections;
 - *Student Physical Therapist Responsibilities*
 - *Professional Behavior*
- The University of Connecticut's *Responsibilities of Community Life: The Student Code – Academic Integrity in Graduate Education and Research.*

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

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

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

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

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

Demonstration of Objective Attainment

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

Implementation of Monitoring Process

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

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

Professional Behavior Feedback

Student:

Course:

Instructor:

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

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

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