

**DOCTOR OF PHYSICAL THERAPY
STUDENT HANDBOOK**



Texas Woman's University

August 2023



SCHOOL OF PHYSICAL THERAPY

TEXAS WOMAN'S UNIVERSITY

Dear Doctor of Physical Therapy Students,

The School of Physical Therapy at Texas Woman's University (TWU), the first Texas public university approved to offer the Doctor of Physical Therapy (DPT) degree, welcomes you into the current class. TWU is the largest public university primarily for women in the nation, and is committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity.

The mission of the TWU DPT program is to provide an exceptional education to develop physical therapists who are compassionate, embrace diversity, promote health and well-being, and are prepared to lead in our communities and our profession. To this end, we have developed a rigorous curriculum plan that meets or exceeds expectations for a program accredited by the Commission on Accreditation in Physical Therapy Education. However, a professional, doctoral experience is more than individual courses. During your work here, you will be invited to participate in various activities in the profession and School, such as attending state or national professional conferences of the American Physical Therapy Association (APTA), volunteering for local and international service projects, engaging in research projects, and participating with your class in special functions. We hope you will take advantage of these opportunities to grow within our profession.

The faculty has developed this Handbook to provide a central source of information about issues from admissions to graduation. In addition to this Handbook, your academic advisor and campus Associate Directors are available to clear up any uncertainties you may still have about forms, procedures, and other information.

I wish you success in your studies and hope that this Handbook assists you in completing the requirements for this graduate degree.

Sincerely,

A handwritten signature in blue ink that reads "Alyssa LaForme Fiss".

Alyssa LaForme Fiss, PT, PhD
Director, School of Physical Therapy
Texas Woman's University

PURPOSE OF THE HANDBOOK

The purpose of this Doctor of Physical Therapy (DPT) Program Student Handbook is to guide professional graduate students in the School of Physical Therapy during their 33-month academic program at Texas Woman's University. To that end, the Handbook will serve as a supplement to other printed University guidelines presented in the [*Graduate Catalog*](#) and [*Student Life Handbook*](#). Because the university updates the catalog every two years and some requirements and courses may change over time, each student should retain a copy of the Graduate Catalog in effect at the time of acceptance into the program of study.

As policies may change with time, students should refer to the online version of this Handbook, available on the TWU website, to provide a basis for decision-making throughout the program. Students in this program are responsible for reading, understanding, and adhering to all University and Program policies and procedures. Some policies and procedures may change during the course of a student's study at Texas Woman's University. Students will be notified of significant changes and will be expected to follow the guidelines provided in this document and others made available through the University.

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I. GENERAL MATRICULATION GUIDELINES

- A. On or before the beginning of the first semester of the program, students must submit proof of completion of all prerequisite requirements. Temporary proof includes grade reports and/or a letter from the course instructor or University registrar. Copies of final transcripts must be received by Admissions Processing by the end of the twelfth day of classes. Failure to provide transcripts by the deadline may result in dismissal from the program.
- B. On or before the beginning of the first semester of the program, students must submit proof of immunizations to TWU's Student Health Services. Students should keep original copies of all immunization reports, as they also will upload reports into the Program Clinical Education software system. Note: Students who are requesting an exemption from a required vaccine for a clinical or academic placement for medical or religious purposes will follow the procedures outlined for [Immunization Compliance](#) on the TWU Student Health website.
- C. Prior to or during the first semester, students are required to complete a drug screen and criminal background check. The School will designate the vendors to conduct these tests. Students will pay the cost for these tests at the time of the testing. Adverse results may lead to dismissal from the program. ([Addendum III](#) contains the policies on drug and criminal background screening and use of the results.)
- D. A copy of the Essential Functions of the DPT Student ([Addendum VI](#)) is included in the acceptance letter mailed to students accepted to the program. Students must sign an acknowledgement that they can perform the Essential Functions as outlined in this document.
- E. Students are responsible for ensuring that all materials required by the Graduate School are submitted in accordance with University deadlines.

II. GENERAL POLICIES

A. General Student Responsibilities

- 1. University and School Policies and Procedures: Students are responsible for compliance with University policies as documented in the [Graduate Catalog](#) (current at the time of initial registration) and the policies and procedures contained in this Handbook, including the Clinical Education Policies.
- 2. Policies Related to Graduation: Students are responsible for meeting the requirements for graduation as stated in the Graduate Catalog and the School of Physical Therapy policies.
- 3. Policies of University Components: Students are responsible for meeting the requirements associated with the policies and procedures of the following University components:
 - a. Library
 - b. Parking
 - c. Health Services
 - d. Campus Security

4. Policy Regarding Mail and Postings: Students are responsible for reading all the material distributed to them through their official TWU email or course management system.
5. Policy Regarding Transportation: Students are responsible for transportation necessary for class attendance, including classes or clinical experiences held away from the assigned TWU campus.
6. Policy Regarding Attire: The TWU DPT dress code should be used to guide all students when making decisions about dress and appearance during all activities where they represent both TWU and the Physical Therapy profession. The purpose of this dress code is two-fold:
 - a. To ensure the safety of patients, students, and others involved in educational and patient care activities
 - b. To promote the highest standards of professionalism

This dress code describes the minimal expectations for student appearance. Faculty members and/or clinical sites may require different or additional dress code/appearance standards than those described in this dress code.

Additional dress code requirements will be addressed in individual course syllabi and enforced by faculty members at their discretion. Failure to comply with specific dress code requirements for a course may result in a lower course grade. (See entire dress code policy in [Addendum VII](#))

7. Policy Regarding Professional Behavior: Students enrolled in a professional curriculum are not merely taking courses. Professional students are internalizing the appropriate roles within a profession. Therefore, students are required to maintain professional conduct in all situations and activities while enrolled in the curriculum. Students are expected to adhere to the [APTA's Code of Ethics](#) and the [Guide for Professional Conduct](#) regardless of whether the student is a member of the APTA or not. [See Addendum I.](#)

The faculty has elected to use the Generic Abilities/ Professional Behaviors developed by May et al. to guide the professional conduct of students. The Generic Abilities/ Professional Behaviors include the attributes, characteristics, or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nonetheless required for success in the profession.

The Generic Abilities/ Professional Behaviors include the following traits:

- a. Commitment to Learning
- b. Interpersonal Skills
- c. Communication Skills
- d. Effective Use of Time and Resources
- e. Use of Constructive Feedback
- f. Problem-Solving, Professionalism
- g. Responsibility
- h. Critical Thinking
- i. Stress Management

A “Generic Abilities/ Professional Behaviors” form, developed by the physical therapy faculty, is distributed during the first semester of a student’s enrollment. This form is used as a self-assessment to be completed by students and then used as a counseling tool during meetings with their Academic Advisors. Students who encounter either academic or non-academic difficulties associated with completion of this program may be counseled according to components of the Generic Abilities/ Professional Behaviors form. Instructors may incorporate the demonstration of “Generic Abilities/ Professional Behaviors” into their course requirements.

Students are expected to attend all classes and laboratory sessions, arrive punctually, actively participate in classes and laboratories, and demonstrate self-reliance and self-responsibility for meeting the requirements of the program. Absences, excessive tardiness, disruption of classes, or lack of preparedness and participation may affect the student's grade. Students are expected to contact course faculty prior to the class session, if they will be absent or tardy. Students who have been unavoidably absent are responsible for contacting the instructor(s) to discuss possible make-up of the missed class or laboratory material. Students should refer to course syllabi for specific expectations regarding student behavior.

DPT students are expected to demonstrate professional behaviors in their public and professional lives. Faculty members have a professional responsibility to document unprofessional conduct, even conduct that occurs outside of class time and which is not associated with a specific course. Students are referred to the Student Rights and Responsibilities section of the Student Conduct Policies in the [TWU Student Life Handbook](#) for additional information on university expectations regarding conduct. Physical therapy faculty members review violations of conduct related to participation as a student in TWU’s DPT program and determine the course of action.

8. Policy Regarding Use of Technology and Social Media in Physical Therapy Education: Communication using social media and networking is a recognized form of daily communication. The TWU School of PT expects responsible and ethical behavior of its students when using this form of communication, whether the student is participating in on-campus courses, online courses/distance education, or clinical education experiences off campus. This policy and the guidelines and procedures found in [Addendum VIII](#) are intended to protect the rights, privacy, and confidentiality of patients, fellow students, faculty and staff, clinical educators, and TWU-affiliated facilities.
9. Policy Regarding Maintenance of Space: Students are expected to keep classroom and laboratory spaces clean and organized. Students should leave the classroom or laboratory ready for use by other persons and should follow specific directions of faculty members regarding the placement of equipment, chairs, stools, and laboratory items.

10. Policy Regarding CPR Certification and Immunization Status: Students are required to possess current certificates in CPR for Health Professionals and records of updated immunizations for as long as they are enrolled in the program.
 - a. Students without a current CPR card will not be allowed to participate in any patient-related activities. Certificates from online CPR courses do not meet this requirement.
 - b. Immunizations, including annual TB screening, must be kept current while enrolled in the professional program. It is the student's responsibility to provide proof of current TB screening to the School of Physical Therapy as well as to the [Student Health Services](#).
11. Policy Regarding Professional Liability Insurance: Liability insurance is required for students and is collected as a University fee included in the student's tuition bill. Students must have liability insurance in order to participate in any laboratory, clinical experience, or school related experience. The University's Professional Liability Insurance Policy covers patient-related activities required in a course during regular semester sessions. University Liability Insurance is not in effect for patient-related activities engaged in outside of a course assignment. This liability insurance does not cover students during employment or volunteer activities not associated with TWU.
12. Policy Regarding Membership in the APTA: Students are strongly encouraged to become student members of the American Physical Therapy Association (APTA) and to attend professional meetings as part of their professional development.
13. Policy Regarding Faculty Offices: Students are not permitted in any faculty member's office without the faculty member being present. Exceptions would include authorization by that faculty member or accompaniment by another faculty member.
14. Policy Regarding Conviction of a Criminal Offense: Any student who is convicted of a criminal offense while enrolled in the program must notify the PT Campus Administrator within three days of the conviction. (See [Addendum III](#))
15. Policy Regarding Institutional and School Student Handbooks: Students are responsible for becoming familiar with and abiding by all rules and regulations governing student conduct as contained in the TWU Student Life Handbook.
16. Policy Regarding Academic Integrity: The School of Physical Therapy will abide by the University policies related to [Academic Integrity](#) outlined in the [TWU Student Life Handbook](#). The student has the primary responsibility for being academically honest. Each faculty member is dedicated to and demands the maintenance of academic integrity on the part of the student. Cheating, plagiarism, collusion, dual submission of a paper, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Allegations of academic dishonesty will be reported to the Office of

Civility and Community Standards. The specific disciplinary process for academic dishonesty is found in the [TWU Student Life Handbook](#). The TWU library link, "[Avoiding Plagiarism](#)," will aid students in completing their assignments with integrity.

17. Policy Regarding Registration: Students are responsible for registering for courses using information and procedures provided by the PT Campus Administrator or his/her designee. Advising for other purposes is as defined below in [II.E. \(Faculty Advising\)](#).

Student Rights

1. Students have the right to be educated in an accredited physical therapy educational program. The DPT program in the School of Physical Therapy at TWU is accredited by the Commission for Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Avenue Suite 100, Alexandria, Virginia 22305; telephone: 703-706- 3245; email: accreditation@apta.org; website: www.capteonline.org. Current accreditation is granted through December 31, 2032. To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org
2. Students have the right to expect fair and respectful treatment from faculty and fellow students, which includes the confidential management of student records according to the TWU Family Educational Rights and Privacy Act.
3. Students have the right to participate in the student organization exclusively for physical therapy students on each campus and to join the American Physical Therapy Association as a student member.
4. During the first semester of the program, students have the right to participate in the election of class officers. Specific procedures for class elections will be provided by faculty on the Dallas and Houston campuses.
5. During each semester of the program, students have the right to hold a class meeting with the PT Campus Administrator or his/her designee to discuss curricular and enrollment processes.
6. Students have the right to be heard when grievances are identified.

B. Employment

1. Due to the intensity and rigor of the academic program, Faculty members advise students enrolled in the DPT program not to pursue outside employment.
2. Students who work or volunteer part-time in a hospital or physical therapy clinic or department are not representing the School of Physical Therapy.
3. Students who work or volunteer in physical therapy clinics outside of regularly scheduled clinical field trips or clinical rotations are NOT covered by the Student Liability Insurance policy included in TWU's tuition and fees.

C. Health Policies

1. All students are required to carry personal health insurance and must show proof of such coverage annually while enrolled in the program.
2. On-campus health facilities are NOT available on either the Dallas or Houston campuses; however, the University Health Service has contracts with Health Care providers in the vicinity of each site. Refer to [Student Health Services Appointment Information](#) for information about locations and hours of operation of the Dallas and Houston health care services.
3. The Director of Clinical Education will inform the students of required health forms prior to clinical education coursework.
4. The PT Campus Administrator or Clinical Education Faculty of the School of Physical Therapy may request additional documentation at any time from the student's personal physician, if a change in a student's health status is noted. Documentation may be requested if a health problem might be aggravated by exposure to required laboratory and clinical experience or if a health problem might endanger patients in clinical settings or the student or classmates in the academic setting.

D. Faculty Advising

The faculty of Texas Woman's University is committed to providing an environment conducive to programs of quality in higher education. Faculty members encourage the free pursuit of learning, respect the student as an individual, and can be intellectual guides and counselors for each student.

1. When the student initially enrolls in the program, a faculty member will be assigned as the Academic Advisor. The advisor is available to counsel students concerning professional behavior, academic difficulties, academic and clinical performance, and personal problems.
2. The student has the responsibility to seek out the Academic Advisor and schedule appointments as necessary.
3. A Research Advisor is appointed before the student enrolls in PT 6001 (Critical Inquiry in PT I). The Research Advisor is assigned by the Coordinator of Research. The Research Advisor accepts responsibility for all advising needs related to completion of the required critical inquiry product.
4. The PT Campus Associate Director reserves the right to re-assign advisors or to serve as the advisor for students, as appropriate.

E. Social and Professional Responsibilities

1. Beyond the scope of individual academic courses and in accordance with the learning outcomes expectations of the accrediting body, students are expected to participate in volunteer activities that reinforce their commitment to social and professional responsibilities. Students may be asked to provide service that is required as part of course requirements or service that encourages them to go beyond minimum expectations of the curriculum.

2. Students are encouraged to learn and practice the [Core Values](#), which the APTA believes reflect professionalism. The core values are as follows: a) Accountability; b) Altruism; c) Compassion/Caring; d) Excellence; e) Integrity; f) Duty; g) Social Responsibility

F. Clinical Education Curriculum

1. Overview and Philosophy

Clinical education courses and experiences are a critical component of a student's development as a physical therapist and are necessary to meet the DPT graduate outcomes. Clinical experiences are integrated throughout the curriculum, beginning with the second semester when students visit various clinical sites for observation and practice of basic skills taught within the didactic component. Full-time clinical education courses begin in semester 4. Students will complete a total of 32 weeks of full-time clinical education courses across four, full-time rotations. The DPT program prepares students for general physical therapy practice, thus all students will complete at least one full-time clinical course in each of the following practice settings; inpatient, outpatient orthopedic, and neurorehabilitation. The clinical education faculty are dedicated to providing clinical experiences that are mutually beneficial to the student and our clinical affiliates who provide a variety of experiences.

2. Terminology

The Clinical Education faculty use the following terminology:

DCE – Director of Clinical Education. The DCEs or Asst. DCEs on each campus are the primary contacts for Clinical Education information and are responsible for implementing the Clinical Education Curriculum.

SCCE – Site Coordinator for Clinical Education is the clinician who coordinates clinical education experiences at a clinical site and is the primary contact for the University. This person may also be a CI or may be from another discipline.

CI – Clinical Instructor is a licensed physical therapist who directly supervises one or more students. A minimum of one year of experience in clinical practice is required. Completion of a clinical instructor certification course is recommended, either through the [APTA Clinical Instructor Course \(APTA\)](#) or the [Texas Consortium for Physical Therapy Clinical Education](#).

SPT – Student Physical Therapist. Students are required to introduce themselves as a student and sign all documentation with SPT.

3. Responsibilities of Clinical Sites, SCCEs and CIs

TWU develops clinical education partnerships with a wide variety of practice settings in Texas, nationally, and internationally. In order for a student to be assigned to a clinical site, there must be an agreement in place between the site and TWU. Each agreement includes the roles and responsibilities of TWU and the clinical partner. Examples of clinical partner roles and responsibilities include student assessment using the TWU provided instruments, providing the student with constructive feedback, etc.

4. Integrated Clinical Experiences and Pre-Clinical Education Course

Throughout the didactic curriculum, there are opportunities for students participate in Integrated Clinical Experiences (ICE) designed to support classroom material. In addition, in semester 2, PT 6731 Preliminary Clinical Education requires students to complete 12 weeks of half-day preliminary clinical experiences in 2 different settings.

5. Clinical Education Course Sequence

DPT students complete one 6-week full-time experience; two 7-week full-time experiences and one 12-week experience in practice area of their choice. Students are required to complete one clinical in an inpatient setting (acute care, SNF, inpatient rehab, or LTAC), one clinical in an outpatient orthopedic setting, and one clinical in a neurorehabilitation setting (adults or pediatrics). All students will be required to complete one or more clinical rotations outside of commuting distance from their campus location. Expectations, grading criteria, and course objectives for each experience are outlined in the course syllabus.

Rotation	Course Semester	Length/Setting
1st FT rotation (PT 6733)	Late Fall, Yr 2	6 weeks, inpatient* or outpatient
2nd FT rotation (PT 6804)	Summer, Yr 2	7 weeks in either ortho or neuro
3rd FT rotation (PT 6814)	Early Fall, Yr 3	7 weeks in either ortho or neuro
4th FT rotation (PT 6816)	Spring, Yr 3	12 weeks in an area(s) of interest.

*If a student does not complete an inpatient rotation (acute care, SNF, inpatient rehab, or LTAC) in PT 6733, they will be required to complete an inpatient rotation in one of the remaining full-time courses (PT 6804, PT 6814, or PT 6816)

Preliminary Clinical Course Description and Student Preparation

Pre-Clinical Education Course	Description
Preliminary Clinical Experience (PT 6731): Semester 2, year 1	<p>Students spend 12 half-days in physical therapy clinical settings, working in pairs with a clinical instructor (CI). They travel to 2 different sites for 6 weeks each. Students are prepared to take a patient history, review a medical record, take vital signs, perform simple transfers, measure range of motion and strength, and assist with evaluation and treatment programs as deemed appropriate by their CI. Students are expected to complete various assignments. Information packets are sent to the CIs prior to the student's arrival, including a brief evaluation form to be completed by the CI to document student performance.</p> <p>PT6731 is part of the didactic curriculum as it is not counted in the 32 weeks of clinical education course requirement. All didactic curriculum courses must be completed in sequence, thus, if a student receives a PR or an incomplete for any reason, they cannot progress to the 3rd semester courses until they have completed PT6731.</p>

Clinical Course Description and Student Preparation

Clinical Course Sequence	Descriptions
Clinical Experience I (PT 6733): Semester 4, year 2	This 6-week, full-time clinical experience is the first of four supervised full-time clinical experiences. Application of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management in the inpatient setting or outpatient orthopedic setting.
Clinical Experience II (PT 6804): Semester 6, year 2	This 7-week full-time experience is the second of four supervised full-time clinical experiences; application of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management in either the orthopedic or neuro-rehabilitation setting. Prerequisite: PT 6733.
Clinical Experience III (PT 6814): Semester 7, year 3	This 7-week full-time experience is the third of four supervised full-time clinical experiences; application of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management in either the orthopedic or neuro-rehabilitation setting. Prerequisite: PT 6804.
Clinical Experience IV (PT 6816): Semester 8, year 3	The final, 12-week experience is designed with the student's individual career goals and objectives in mind. It is the integration of skills learned in the first seven semesters; integration of knowledge from basic sciences with information from clinical courses in examination/evaluation and interventions for the patient with impairments in body structure and/or function, activity limitations, and participation restrictions relating to musculoskeletal or neurological pathologies. Prerequisite: PT 6814.

6. Clinical Education Policies

Prior to a clinical experience, each student is required to sign a Student Agreement Form stating that they have read and agree to the Clinical Education Policies. Please review these policies prior to mentoring a student. The Policies include information related to student responsibilities, school responsibilities, the clinical sites assignment process, and attendance and grading policies.

Below is a summary table of student clearances and other information that you may wish to know prior to a student's arrival. If you have any specific questions, please contact one of the DCEs directly.

Table of Required Student Clearances*

Clearance	Description
Background Check	Completed upon entrance to program
Blood borne pathogens training	Year 1 and 2
CPR certification	Must be current through end of rotation
Drug Screen	Completed during semester 1 of the program
HIPAA Training	Year 1
Immunizations	Must be up to date, as determined by TWU Office of Student Health
Liability Insurance	Provided by TWU, student must be enrolled in a clinical education course for this policy to be in effect.
OSHA Training	Years 1 and 2
Proof of Health Insurance	Must be current through end of rotation
TB test	Annually, must be current through end of rotation
Seasonal Flu Vaccination	Annually, must be current through end of rotation

**The School tries to maintain current requirements (drug screen, vaccines, background checks) that each of our clinical partners require for students as they review available clinical sites. However, these requirements are site specific and subject to change at any time. We are not always notified when this occurs nor do we have any control over these requirements.*

The following Policies apply for all full-time Clinical Experiences I - IV
(PT 6733, PT 6804, PT 6814 and PT 6816).

STUDENT RESPONSIBILITIES

Before Full-Time Clinical Experiences:

1. **Grades.** Students must have made a grade of no less than C in any physical therapy coursework. A student on probation in the Graduate School due to a GPA being less than 3.0 may still enroll in a clinical education course.

Students must successfully complete all preceding didactic (classroom and lab) courses in the curriculum sequence, as outlined in the Degree Plan, prior to beginning a clinical education experience. 'Successful completion' of prior coursework means that students maintain a cumulative GPA of 3.0 for all courses completed, and may not earn more than two "C"s in any courses completed prior to a clinical education course. Students on academic probation in the Graduate School due to a GPA being less than 3.0 may still enroll in a clinical education course. However, students must 'successfully complete' (see definition above) all didactic coursework to bring their cumulative GPA to 3.0 in order to begin the clinical experience. In the event that grades have not been officially posted for coursework completed prior to beginning a clinical education experience, (e.g., in Semester 4 when the clinical experience begins mid-semester), students must have successfully completed all coursework (using the definition above) in the didactic courses at the beginning of the semester in order to begin the clinical experience. In other words, the fourth semester grades will be used to make this eligibility determination even if they have not been officially posted.

Occasionally, a student may have to delay starting, or be unable to complete a clinical experience due to illness, injury, pregnancy or other conditions. Students will be allowed to complete clinical education experiences out of sequence from their original class cohort; however, students must successfully complete all preceding didactic courses required to enter into a clinical experience. Students must complete Clinical Education Experiences in sequence as such all grading criteria for Clinical Experiences I through IV.

2. **Coursework.** Students must be officially registered for clinical education courses before they can begin a clinical education experience. All clinical coursework requires prompt payment of tuition and fees. Each student's name must appear on the class roll in order to begin the clinical experience. Students who are paying tuition on the installment plan are cautioned that late payments could result in being dropped from the class rolls and the University.
3. **Required Paperwork/Testing.** Students must meet the immunization requirements of the University and School as well as those required by clinical sites that they attend. In addition, students will undergo a criminal background check and a drug screen during their first semester in the program at the student's expense. If a clinical site requires a more recent criminal background check or drug screen, the student is responsible for the cost of providing these to the site.

- a. Proof of health insurance, biographical data forms, current CPR certification, results of current TB tests and the Student Agreement Form must be submitted by the date assigned by the DCE (Director of Clinical Education).
 - b. Both CPR certification and TB tests must be current through the final day of the clinical experience to be eligible to start the clinical experience.
 - c. In addition to the criminal background check and drug screening that was required upon entry into the program, clinical sites may elect to require additional testing before starting clinical experiences. Students are required to complete additional testing as the clinical site requires and are responsible for paying any additional costs of testing.
 - d. Students must sign the Student Agreement Form, provided by the DCE stating that they have read the contract and will comply with the provisions.
 - e. The DCE may cancel a student's placement at a clinical site if the student fails to submit all the required documentation in a timely manner.
4. **Clinical Partner Requirements.** All clinical experiences are obtained through facilities that are affiliated with TWU contractually through clinical education agreements. Because of this arrangement, each one of our clinical partners set requirements (immunizations, background checks, drug screens, etc.) that a student must meet to participate in a clinical rotation in their facility. Students who cannot or refuse to meet the site requirements will not be able to participate in the clinical rotation at that facility. Some of our clinical partners allow for exemptions related to immunizations. If the clinical partner requires TWU to review the exemption request, TWU has a standing committee to review such requests. It is the student's responsibility to let the DCE know in a timely manner, if they are not going to be able to meet a clinical partner's requirements. Failure to meet clinical site requirements may delay a student's progression in the program if there is not a suitable replacement site available. It is important to note that clinical partners can change their requirements at any time, and they are not required to consult with TWU before making such changes.
5. **Information about Sites.** EXXAT is used to maintain information related to each clinical site. Students must read the Clinical Site Information Form (CSIF) and the clinical education agreement/contract for each of their assigned clinical sites. It is the student's responsibility to respond to any specific request made by the facility that has been approved by the Program.
6. **New Site Development.** Students who are interested in clinical sites not already on the EXXAT Master List (i.e., the School has a valid contract) may assist in developing agreements with new sites by completing the New Site Development Form (available in Canvas). The process involves the following steps:
- a. The student contacts the clinical site and asks for the information required on the New Site Development Form. All lines should be completed.
 - b. Submit the completed form to the DCE. The DCE will contact the individual who is identified on the form as the person responsible for the student program to learn more

about the site and to discuss how to proceed. New sites must be willing to accept future TWU students, not just the student making the request. The site must also complete a Clinical Site Information Form This form is reviewed by the DCE and if the site is determined to be a good match for TWU students, a TWU contract will be sent.

- c. If the contract is acceptable, it is signed and returned to TWU. If the site's legal department requires changes to the contract, or if a site has a corporate or site-specific contract, this contract will require additional review by TWU's legal department prior to signing. Once a contract is signed by both parties, students may be assigned to the site.
- d. If a new site has been developed at a student's request, that student is obligated to accept placement at the site.

7. Clinical Site Selection.

- a. Site Availability: EXXAT is the management system used in clinical education at TWU. The campus DCEs will notify students how to access a list of available sites for each clinical rotation. Not every clinical site will provide TWU student slots each rotation.
- b. Clinical Experiences I, PT (6733), II (PT 6804) and III (PT6814) - Students are required to complete one clinical in an inpatient setting (acute care, SNF, inpatient rehab, or LTAC), one clinical in an outpatient orthopedic setting, and one clinical in a neurorehabilitation setting (adults or pediatrics). Students rank their top 8 choices for a given rotation and provide a rationale for why they should be assigned to a specific site if there are extenuating circumstances. The DCEs from Dallas and Houston work together to assign all students.
- c. Clinical Experience IV – PT 6816 (12 weeks) - This course is individually designed, based upon the goals of the student. The DCEs work to place the students where their goals can be met. If a student has not completed a clinical in one of the required settings; inpatient (acute care, SNF, inpatient rehab, or LTAC), outpatient orthopedic, or neurorehabilitation (adults or pediatrics), this requirement must be met during this clinical experience. Students may be permitted to split their time between 2 sites or may practice in multiple locations at a given site.
- d. Out-of-Commuting Distance Requirement: All students will be required to complete one or more clinical rotations outside of commuting distance from their campus location. Students are responsible for their own room, board, transportation, and living expenses related to clinical rotations. Defining 'out-of-commuting distance': The campus DCE will define the distance from campus/commuting time that denotes 'out-of-commuting distance.' Exceptions to the out-of-commuting distance requirement may be made at the discretion of the campus DCE, upon request by the student. Reasons for the exception include, but are not limited to, the following:

The student is the parent of a young or school-age child, and may be solely responsible for care of the child during the clinical experience.

Others, as determined by the DCE.

- e. The DCE will notify students when they can enter their preferred sites into the EXXAT system. Final assignments will be made by the campus DCE and will be based upon careful consideration of curricular design, site availability, and student interests and requests.
- 8. Rescheduling a Clinical Experience.** If a student is unable to begin a scheduled rotation, the student must submit a written request for postponement of the rotation to the DCE along with appropriate documentation prior to the starting date of the rotation. If the student is unable to complete a clinical rotation for any reason, they must communicate with the DCE as soon as possible to discuss postponement. Rescheduling of the postponed rotation will be at the discretion of the DCE and site availability. Rescheduling a clinical experience can delay graduation.

During Full-Time Clinical Experiences:

- 1. Contact Information.** Students must notify the DCE of their day and evening telephone numbers and email address. Because timely communication with the DCE is essential, students are expected to access their TWU email at least every 48 hours.
- 2. Costs.** Students are responsible for the additional costs associated with clinical education courses. These costs may include, but are not limited to, travel, housing, onboarding platforms (MyClinicalExchange, Castle Branch, etc.), electronic medical record licenses, drug screening, and background checks.
- 3. Transportation.** Students are responsible for their own transportation. Students are not authorized to transport any client of the facility by car or other vehicle.
- 4. Clinical Site Policies.** Students are expected to follow the policies and procedures of the facility, such as hours of operation and dress code. They are expected to follow the work schedules and the learning experiences assigned by the Clinical Instructor (CI). Students observe the holidays of the facility and not of the school, unless otherwise notified. Students shall maintain confidentiality related to the facility's employees, patients, clients, customers, business operations, and/or trade secrets.
- 5. Adherence to Laws and Regulations related to Patient/Client Rights, Safety, Dignity, and Privacy.** Students are required to follow HIPAA, FERPA and other applicable laws and regulations to ensure the protection of the rights, safety, dignity, and privacy of patients and clients and other individuals involved with the Program as well as the rights of the clinical education sites. These expectations are written, disseminated, and applied equitably, and conform to applicable law.
- 6. Attendance and Absences.** Clinical experiences I-IV are full time (typically 35-40 hours per week). The student's schedule is determined by the clinical site and by the CI/SCCE. This may include weekend or evening work, or alternate work schedules (e.g., four 10 hour days). Students are not allowed time off for TWU holidays (e.g., Spring Break). The student must observe policies of the facility regarding days off and holidays.

- a. Students are allowed up to a total of four days of absence during the entire clinical education period (PT 6733 through PT 6816). These days are to be used only for illness and should not be considered as personal days. Each additional day missed for illness or another reason must be made up during the current or subsequent clinical experience.
- b. If absent for any reason from a clinical experience, students are to notify their CI at the facility and the DCE at the school as soon as possible but **MUST** be prior to the expected start of the student's workday.
- c. Excessive absences may require an additional clinical rotation. The Clinical Education Committee will evaluate the situation and determine the length of time.
- d. If a student is hospitalized, has surgery, becomes pregnant, or develops a medical condition for which they are under a provider's care, the student must submit a written medical release to the campus DCE in order to begin or return to patient care related activities.
- e. Students may not request time off during clinical experiences for job interviews, personal events or to work on their Critical Inquiry project. However, during CE IV, students **MAY** ask their CI for permission to participate in an interview for a residency program or to present at a national conference such as CSM. This permission is granted at the discretion of the CI.
- f. Attendance at clinical sites during inclement weather: During clinical experiences, students follow the schedule and attendance policies of the facilities to which they are assigned. Campus closures (due to inclement weather) do not automatically excuse the student from reporting to the clinical site. In the event of inclement (non-emergency) weather conditions, students are expected to make their best effort to report for their scheduled shift on time. Students are expected to demonstrate good judgment about their abilities to travel safely in inclement weather. It is the student's responsibility to contact the CI, as well as the DCE, in a timely fashion if the student is delayed or unable to report for the scheduled day.

7. Assessment of Progress.

- a. For CE I-III, the assessment tool is the Physical Therapist Assessment of Clinical Skills (PT MACS). The PT MACS is an online document, managed through the EXXAT system. It is the student's responsibility to ensure that both they and the CI have completed the assessment, both at midterm and at the end of the clinical experience.
- b. For CE IV, the assessment tool is the Final Clinical Assessment Tool (FCAT). It is up to the student to ensure that both they and their CI have completed this form, both at midterm and at the end of CE IV.
- c. Course grades will not be issued until all requirements have been completed. Course grade determination is explained in the course syllabus.

8. **Student Evaluation Form.** Students are expected to complete the Physical Therapist Student Evaluation form found in EXXAT for each clinical experience and discuss it with their CI prior to leaving the site but after the final Progress Report has been discussed.

CLINICAL INSTRUCTOR SUPERVISION OF STUDENTS

TWU expects CIs to plan experiences appropriate for the level of knowledge, previous clinical experience and learning style of each student. Weekly objectives agreed upon by the student and CI are encouraged, as they help in tracking progress and can be adjusted as needed. Also encouraged is regular constructive feedback to reinforce student learning and clarify CI expectations. If a student feels that the clinical is not meeting TWU expectations or there are other issues, they are encouraged to contact the DCE or Asst. DCE.

Students should be aware that there are different models of clinical instructor supervision. While many students work 1:1 with their CI, TWU encourages the use of a variety of models to meet student and site needs in Clinical Education. Alternative models may include 1 CI: 2 or more students (PT/PT or PT/PTA student combos), 2 part-time CIs to 1 student; use of PT residents and fellows to assist in working with students, or sharing of a student at the same site between 2 services, such as IP and OP.

SCHOOL RESPONSIBILITIES

Before Full-Time Clinical Experiences:

1. **Assignment of Site for Clinical Experiences.**
 - a. While student preferences will be taken into consideration, there is no guarantee that a student will be provided a clinical experience at a specific time period or at a particular facility.
 - b. Students are placed only at sites where signed agreements exist.
 - c. Students will not be placed in sites where any real or potential conflict of interest exists. Some examples (not all-inclusive) of conflict of interest are: previous paid employment in the physical therapy department, ownership of the clinic by a relative, or contract for future employment.
2. **Special Requests.** Any request from a student regarding scheduling of clinical experiences, exceptions for personal reasons or other requests that may affect the Clinical Education Policies shall be directed in writing to the campus DCE. At the DCE's discretion, the matter may be referred to the Clinical Education Committee.
3. **Communication between TWU and Clinical Sites.**
 - a. **Clinical Site Slot Requests.** In March of each year, in compliance with the Uniform Mailing Date established by the Academy of Physical Therapy Education of the APTA, a Slot Request Form is sent to the SCCE for completion. TWU uses the EXXAT management system. A list of available slots is then generated for each rotation.

- b. Initial Confirmation of Student Placement. When students are assigned to a site, a confirmation email delineating the length and type of rotation is sent to the SCCE. The SCCE confirms the placement via email to the DCE.
- c. Student Packets. About 6 weeks before the start of a clinical experience, information is sent to the SCCE which includes student biographical data and other relevant information. CIs are encouraged to contact the student prior to arrival at the site to provide information on dress code, hours to be worked, parking, etc. If the student has not heard from the CI 1-3 weeks prior to arrival, the student is directed to contact the CI or SCCE directly.

During Full-Time Clinical Experiences:

1. **Professional Liability Insurance.** The University, as part of the course fees, collects liability insurance fees. The University maintains student liability insurance coverage for all students during their clinical experiences. The coverage is valid only when a student is officially enrolled in the University. Student liability coverage only applies to TWU coursework and does not cover students during part-time or full-time employment or volunteer activities.
2. **Midterm Conferences.**
 - a. It is the policy of the School to schedule a conference with each student and CI for every clinical experience. This conference may take place face-to-face, via telephone or electronically.
 - b. Midterm Information Form - The student completes this form on the first day of the rotation and submits it to the DCE using the process described in the syllabus. This form lists the contact information of the CI and student, working hours, department location and dates/times when the CI is not available for a midterm conference. This information is used to schedule midterm visits or phone calls.
 - c. The DCE or Asst. DCE reviews each student's progress at midterm. Each student and CI receives a visit, phone call or email communication by one of the DCEs, Asst. DCEs or a faculty member to review the student's progress. For CE I, II, and III the PT MACS is used to assess student progress. For CE IV the Final Clinical Assessment Tool (FCAT) is used to assess the student's progress. The PT MACS or FCAT should be reviewed by the CI and student prior to the midterm conference.
 - d. A CI or student may request individual conferences to address concerns at any time during the rotation.
 - e. Midterm Focus Group Meeting (PT 6814) - For students in clinics that are near Dallas and Houston campuses the DCEs may choose to meet the students as a group on campus for a midterm debriefing and discussions. SCCEs and CIs may be invited to the meeting. The purpose of this meeting is to provide a forum for students to engage in a discussion of clinical related topics.

3. **Potential dismissal from a clinical site.**

- a. The student will be notified by the DCE of the potential for dismissal from the clinical facility, when he or she is failing to demonstrate satisfactory progress.
- b. Notification of impending dismissal can be extended at any time that the student is in jeopardy of being dismissed. The initial notice may be made verbally and/or in writing.
- c. Notification will be provided to, and signed by, the student, the CI and the DCE. Signed copies of the notification will be given to the student and placed in the student's academic file at the School.
- d. Following notification, a written action plan may be developed to address areas of concern. Action plans can include remediation plans and/or learning contracts. Remediation plans address deficits in knowledge and/or skills, while learning contracts address deficits in professional behaviors.
- e. Written action plans will be signed by the student, the CI and the DCE. If the terms of the plan are not met in the specified time frame, the student may receive a grade of "F."
- f. If the notification of termination of the clinical experience is without prior notice, the performance of the student will be evaluated and the student may receive a grade of "F" or a PR based on the Clinical Education Committee assessment of the circumstances.

Removal from and Return to Clinical Education Experiences

The School has a responsibility to the public to assure that its students are sufficiently prepared to provide safe, effective patient care, under the supervision of a licensed physical therapist. In order to assure effective patient management and/or prevent potential injury to patients/clients, clinical faculty and/or students, it may become necessary to remove a student from a clinical experience.

Students may be removed from a clinical experience for any of the following reasons:

1. **At the request of the student.** The student may request removal from a clinical experience due to physical, emotional or mental causes that interfere with safe, effective patient/client management, with supporting documentation from the appropriate health care provider (physician, psychologist, counselor, nurse practitioner). Student requests are reviewed by the Clinical Education Committee, and may result in the grade of 'W' Withdrawal or 'I' Incomplete.
2. **At the request of the CI or SCCE.** CI or SCCE may request that a student be removed from a clinical experience due to deficiencies in professional behavior (including risks to patient safety), deficiencies in patient/client management, or physical, emotional or mental causes, that may interfere with safe, effective patient/client management. Supporting documentation from the student's CI/SCCE describing the student's performance/behavior is provided to the DCE. The student's performance is reviewed by the Clinical Education Committee and may result in the grade of 'F' Failure or 'PR' Progress, (see below for Grading Scale).
3. **Upon the decision of the DCE/Clinical Education Committee.** The DCE may remove a student from a clinical experience due to deficiencies in professional behavior (including risks to patient safety), deficiencies in patient/client management, or physical, emotional or mental causes that

may interfere with safe, effective patient/client management, with supporting documentation describing the student's performance/behavior. The student's performance is reviewed by the Clinical Education Committee and may result in the grade of 'F' Failure or 'PR' Progress, (see below for Grading Scale).

Students who are removed from the clinical experience due to deficiencies in professional behavior (including risks to patient safety) or deficiencies in patient/client management, resulting in a grade of 'PR', may be eligible to re-enter clinical education following completion of an action plan. The DCE, with input from the student and/or faculty members, may develop an action plan to address identified deficiencies. Action plans may include, but are not limited to the following:

- directed readings and patient case studies, or
- supervised lab practice, or
- skill checkout or lab practical examination, potentially including videotaping of skills, or
- observation and assessment of patient/client management skills by another CI or faculty member, or
- referral to an appropriate health care provider (physician, psychologist, counselor, nurse practitioner) for evaluation and counseling to address deficiencies in professional behaviors.
- or other activities as determined by the Clinical Education Committee.

If the student is removed from the clinical experience due to problems with physical, emotional or mental health, the DCE in collaboration with the campus director, may refer the student to an appropriate health care provider (physician, psychologist, counselor, nurse practitioner) for evaluation and treatment recommendation(s). It is the student's responsibility to comply with recommended treatment and to request a release or authorization to return to clinical education from the appropriate health care provider. This authorization to return must state that the student is ready to resume clinical education and poses no threat of injury to him/herself or others. Upon receipt of this authorization, students will be scheduled to re-enter clinical education pending availability of clinical sites/experiences.

If the student fails to successfully remediate the issues that resulted in removal from the clinical placement the DCE may convert the student's grade of 'PR' to 'F' resulting in dismissal from the program. If the student was removed from clinic for physical, emotional or mental health reasons and fails to receive authorization to return to clinical education from a health care provider the DCE will withhold the student from beginning future clinical experiences.

Only ONE grade of 'PR' may be earned for a clinical experience. If the student is unsuccessful after a second attempt, a grade of 'F' will be assigned and the student will be dismissed from the Program. Additionally, students are limited to one 'PR' across all clinical experiences. For example, if a student earns 'PR' in their first attempt of PT 6733 and they are successful on the second attempt, they cannot earn a 'PR' on any other full-time clinicals (PT 6804, PT 6814, or PT6816). If the students earns a second 'PR', they will be assigned an 'F' and be dismissed from the program.

The DCE/Clinical Education Committee may also remove a student from a clinical site if the DCE has significant concerns regarding the clinical site that are outside of the student's locus of control. These concerns could include but not limited to unethical practice, sexual harassment, or abusive behaviors. In these rare cases, the student may be reassigned to another facility if one is available that meets the site

requirements or receive an 'I' if another is not available. If the student receives an 'I' they will have to complete the clinical experience before they can progress to the next course in the full-time clinical education course series.

Also, rarely the DCE may elect to remove a student if there are significant concerns regarding the site. Examples include but not limited to: unsafe environment, unethical practice etc. The DCE. In communication with the student, will attempt to find an alternate clinical placement in this case. If an alternate site can't be secured, the student may receive a grade of Incomplete, until a site can be found.

Assessment of Students

1. Clinical Experiences I-III (PT 6733, PT 6804, PT 6814): Each full-time clinical experience has a unique set of requirements. Course credit will require that students must function at entry-level or certain clinical skills, as well as complete written and online assignments. Entry-level is defined as the level of performance expected of a new graduate who has just been hired at your site. More specifically, the entry-level practitioner provides safe and effective patient or staff interaction independently. Ultimately, it is the DCE that assigns the final grade to a student, but a significant component is the CI's feedback regarding the student's performance. The specific criteria and course assignments can be found in the course syllabi.
2. PT MACS Assessment Tool
 - a. The primary instrument for assessing students during Clinical Experiences I-III is the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS). The PT MACS is designed to be used as a method for evaluating clinical performance and as a tool to promote clinical teaching and learning. It identifies skills every student must develop to be considered entry-level. Clinical Instructors and students use the PT MACS to collaborate in developing a successful clinical learning experience.
 - b. TWU uses the online version of the PT MACS. The student and the CI grade each pertinent skill. The CI also completes a summative Progress Report at midterm and at the end of the rotation. The midterm evaluation should be completed prior to the midterm conference.
 - c. For a Neurorehabilitation rotation, TWU has developed additional neurorehab skills that must be completed. Students must complete two skills in each of four categories. Sites which can provide at least a 50% caseload of adult or pediatric clients with a primary neuro diagnosis are appropriate for a neurorehab rotation.
 - d. Grading the PT MACS and Neuro Skills
 - o Each student has access to the online PT MACS. Course grading criteria for each experience can be found in the corresponding course syllabus. Students are responsible for working with their CI to arrange experiences that allow them to meet course-grading criteria.

Every relevant skill should be rated at each rotation according to the following criteria:

- + For exceptional performance
- √ Student performs skill at entry-level (safe and effective)
- NI Student is not independent (requires documentation of why student is rated as NI)
- U Unsatisfactory (must contact DCE immediately)
- NA Inadequate opportunity or no opportunity to assess skill

Clinical Experience IV

This 12-week clinical rotation represents the final clinical experience of the DPT Entry-level students at TWU and utilizes an alternative grading method. The Final Clinical Assessment Tool (FCAT) is used to evaluate student performance during the final, 12-week clinical. It is a more general document that can be applied to all settings. See course syllabus for specific requirements.

Grading Full-Time Clinical Experiences

The campus DCE, as course coordinator, assigns the grade to students. Refer to the goals and objectives, and grading criteria of individual clinical education courses for detail on the assignment of grades.

Possible grades include:

CR (Credit)	All grading criteria were met and the student successfully completed the clinical experience.
F (Fail)	Examples of circumstances that may result in the assignment of a grade of "F" include, but are not limited to, the following: <ul style="list-style-type: none"> • significant number of the grading criteria were not met even though the necessary experiences were available, or • student demonstrated continuing deficiencies in areas of professional behavior or issues involving safety, or • student demonstrated continuing deficiencies in any area of patient/client management, despite repeated remediation and feedback from CI, or • CI or SCCE requested that the student be removed from the facility and not complete the clinical experience
PR (Progress)	Any one of the following may result in a grade of PR: <ul style="list-style-type: none"> • student completed the clinical experience/internship but performance was not adequate to complete grading criteria, or • student was removed from a clinical site at the discretion of the Clinical Education Committee.

If a student earns a grade of "PR" (Progress), the provisions for the removal of the Progress are given to the student in writing. Grades of Progress in clinical education courses will require that the student repeat the clinical experience. The additional amount of time and/or required remediation activities will be determined by the Clinical Education Committee.

A student may earn only one 'PR' (Progress) during the DPT clinical education sequence. Performance that would earn a second 'PR', will be assigned a grade of 'F' and the student will be terminated from the Program.

The Clinical Education Committee will review the progress of any student who is in danger of receiving an 'F' (Failure) for a clinical education experience. If a grade of 'F' is earned, the student is terminated from the Program. In order to return to the Program, the student must request to return by following the [Request to Return](#) process which is covered in this handbook.

Appeals of Clinical Education Grades: Appeals can be made following the guidelines described in the DPT Program Student Handbook.

III. ACADEMIC POLICIES

A. Progression in the Professional Doctor of Physical Therapy program

1. All students move through the professional curriculum as a cohort following the Sample Degree Plan.
2. Students must successfully complete all didactic coursework in a semester before progressing to the next semester.
 - a. PT6731 is considered part of the didactic curriculum, as it is not counted in the required 32 weeks of clinical education. Thus, if a student earns a D or F or receives an incomplete for any reason, they cannot progress to the 3rd semester courses.
 - b. If a student earns a PR or incomplete in Clinical Experience I-IV for any reason, they can retake the clinical during the next clinical education cycle. Clinical experiences must remain in sequence (i.e. I before II, II before III, etc.), but they do not affect progression in the didactic course sequence.
3. Exceptions due to illness, injury, or unforeseen life events may lead to a modification in an individual student's degree plan; however, policies outlined above (III, A, 2) related to student progression still apply.
4. Withdrawing is the process of dis-enrolling from all classes within a term. Students may not withdraw from a single class. Students wishing to withdraw must follow the [withdrawal process](#) as outlined by Student Life. Common reasons students contemplate withdrawing include, but are not limited to: unsatisfactory academic progress, personal medical issues, or significant personal/family issues. Students considering withdrawal should always review the university academic calendar as TWU has specific deadlines each semester for withdrawals. Students who withdraw from a term cannot continue in the program. Students who withdraw may request to re-enter the program

following the process outlined in Section IV. Readmission is not guaranteed or automatic. Requests to re-enter the program will be reviewed following the procedures outlined in [Section IV, the Appeal Process](#).

5. Students earning an unacceptable grade resulting in dismissal from the program may request to return to the program following the procedures outlined in [Section IV](#).

- B. Grading Scale: The following grading scale is used by the majority of faculty members. If a faculty member decides to use a different grading scale, the faculty will communicate the information to the students on the syllabus for the course.

A =	90 - 100
B =	80 - 89
C =	75 - 79
D =	70 - 74
F =	0 – 69

- C. Minimum Grade Requirements

1. Students must meet the academic requirements of the DPT Program and the Graduate School throughout their course of study in the DPT Program.
2. When a student's cumulative grade point average (GPA) falls below 3.0 (on a 4.0 scale) during any semester, the Graduate School automatically places the student on academic probation.
 - a. Failure to restore the cumulative GPA to 3.0 or above during the next semester will result in suspension from the Graduate School for a period of 8 years and dismissal from the DPT program. Students suspended by the Graduate School may not enroll in any other graduate programs at TWU during the 8-year period.
 - b. Per Graduate School policy, students on probation may not graduate. In the event that a student is placed on academic probation at the conclusion of the 7th or 8th semester of the program, he/she will have to take additional coursework or repeat coursework to raise the GPA to 3.0.

Special Note: Since Clinical Experience course grades are either CR (Credit), PR (Progress), Or F (Failure) and Critical Inquiry course grades are either CR (Credit), PR (Progress) Or F (Failure), these courses will not assist students on probation to raise their GPA.

3. The School of Physical Therapy limits the number of 'C's earned by a student in the DPT program to no more than two (2). Students must maintain a B average, and no grade other than an A, B, C, or CR is accepted for credit.
 - a. If a student earns a third (3) C or a grade of D or F, the student will be dismissed from the DPT program. The student will be notified of dismissal by the Director of the program.

4. Students placed under academic probation by the Graduate School a second time will be dismissed from the DPT program.
- D. Grading policies for courses with practical exams and/or checkouts associated with psychomotor skills as a component of the course grade:
1. The course instructor will designate specific graded tests of psychomotor performance as practical examinations. These practical exams may include cognitive and affective behaviors, in order to demonstrate clinical skills, clinical integration, and problem solving abilities. These exams must be passed with a grade of 80% (B) or better in order to ensure that the student can provide safe and effective evaluation and treatment. If a faculty member has a different grading policy for practical exams or checkouts, they will inform the students on the syllabus.
 2. No more than ONE practical exam within a single course may be failed and retaken. Therefore, in a single course, failure of more than one practical exam or failure on a retake exam will constitute course failure (F), resulting in dismissal from the program. In the event of a retake, the original grade on the practical exam will be used to compute the final course grade. If a passing score for the course is not mathematically possible, no remediation for or retake of the practical exam will be allowed.
 3. If failure of a second practical exam occurs before the end of the semester, students have the following options:
 - a. withdrawal from all semester courses, the program, and University contingent on the University Academic Calendar deadlines;
 - b. completion of the courses that the student is currently passing except for any current Clinical Education courses,

If the student withdraws or is dismissed from the program, they may request to return to the program following the procedures outlined in Section IV.
 4. The course instructor will designate specific graded tests of psychomotor skills as checkouts. Checkouts are not considered practical exams. The course instructor will provide students with the grading procedure for checkouts as well as the procedure for remediation and retesting of failed checkouts in the course syllabus. The maximum number or retake opportunities for each checkout will be at the discretion of the course instructor.
 5. Prior to a scheduled retake of a practical exam or checkout, students may be afforded remediation activities or individual instruction by the faculty/staff associated with that course.
- E. No retests on written examinations will be allowed.
- F. Academic Requirements for Graduation
1. Minimum GPA of 3.0
 2. Completion of all coursework with no more than 2 C's in required courses
 3. Completion of a Critical Inquiry project
 4. Completion of all clinical education courses with credit

5. Completion of summative assessment activities (e.g. PEAT exam, end of program curriculum survey)

IV. APPEAL PROCESS

The School of Physical Therapy provides students with a process of appeal in the following situations:

- A. **Appeal of a Grade on any Graded Assessment (excludes the final assessment).** This type of appeal must be made prior to the end of the course. A student who wishes to appeal a grade on an assessment must contact the faculty member directly. The instructor is responsible for the decision regarding appeals for course assessments. If the student desires, the PT Campus Administrator may be asked to attend the meeting between the faculty member and the student.
- B. **Appeal of a Course Grade**
 1. A student who wishes to appeal a course grade must contact the faculty member no later than 10 business days after grades are posted by the University.
 2. The student's appeal must follow the University grade appeal process using the [TWU Academic/Administrative Complaint and Appeal Form](#).
 3. If the course grade is upheld by the faculty member, the student may continue the appeal process by following the procedures as described in the above link.
 4. In the event that the appeal is for a grade resulting in dismissal, and the grade is upheld, the student will be dismissed from the program. The student will be notified of dismissal by the Director.
- C. **Request to Return Following Dismissal from the Program for Academic Reasons. The following process does not apply to students suspended by the Graduate School.**
 1. Students who wish to request readmission to the program must submit their written request to the School Director within 45 calendar days of notification of dismissal. The written request to return should include a self-analysis of why the student did not successfully complete the course(s), an indication of how the student plans to spend the interim time, the plan the student has for remediation, and why the student believes he/she will be successful when repeating the course(s).
 2. Upon receipt of the request, the School Director will appoint a committee to consider the request. Within 45 business days after the committee is appointed, the committee will meet and make its recommendation to the School Director. The timeframes noted in this section (C.2.) do NOT include weekends, holidays or days between academic sessions. The School Director, in consultation with the Associate Directors, will make the final decision and will notify the student of the decision. The recommendation will be based on, but not limited to the following criteria:
 - a. the student's letter requesting to return
 - b. the student's academic history;

- c. the student's professional work behavior history;
 - d. consideration of circumstances unique to the student that generated the withdrawals and the degree of control the student had over the circumstances;
 - e. availability of space within the DPT program to accommodate a returning student.
3. A student whose request is denied could reapply to the program, but reapplication does not assure acceptance in any subsequent year.
 4. A student whose request is granted will be readmitted to the program conditional on completion of ALL components of any remediation plan required by the School. A remediation plan may include but is not limited to: requiring the student to complete additional activities such as remediation course work, completion of courses already completed by the student, the use of resources by Student Life, or re-taking the entire curriculum. Requirements for the return will be stated in a letter provided to the student by the School Director. If the student is required to retake previously completed courses, courses must be retaken on the originally assigned campus and a satisfactory grade (B or above) must be earned. The student will not be allowed to enroll in any subsequent physical therapy courses until the required courses are retaken with a satisfactory outcome.
 5. A student who has a break in enrollment will be required to repeat the criminal background check prior to returning to the program and the drug screen on a date designated by the program.
 6. A student who is dismissed for academic reasons a second time will not be allowed to request to return to the program.

D. Request to Return to the Program after Voluntary Withdrawal

1. Students may request to return to the program after voluntary withdrawal for any reason (e.g., medical withdrawal, significant personal/family issues, unsatisfactory academic progress) by submitting a written request to return to the program to the School Director 90 calendar days prior to the start of the returning semester. The written request to return should include: an analysis of self and the circumstances that led to voluntary withdrawal, an analysis of how the student addressed the circumstances that led to the withdrawal, and why the student believes he/she will be successful, if allowed to return to the program.
2. Upon receipt of the request, the School Director will appoint a committee to consider the request. Within 45 business days after the committee is appointed, the committee will meet and make its recommendation to the School Director. The timeframes noted in this section (D.2) do NOT include weekends, holidays or days between academic sessions. The recommendation will be made based on, but not limited to, the following criteria:
 - a. the student's letter requesting to return;
 - b. the student's academic history;
 - c. the student's professional work behavior history;

- d. consideration of circumstances unique to the student that generated the withdrawal and the degree of control the student had over the circumstances;
 - e. medical clearance from the student's healthcare provider to return to all DPT program activities, if withdrawal was for medical reasons
 - f. availability of space within the DPT program to accommodate a returning student.
3. The School Director, in consultation with the Associate Directors, will make the final decision and will notify the student of the decision. Requirements for the return will be stated in a letter provided to the student by the School Director.
4. A student who has a break in enrollment will be required to repeat the criminal background check prior to returning to the program and the drug screen on a date designated by the program.
5. If a student is readmitted to the program and elects to withdraw a section time or is dismissed for academic reasons, they will not be permitted additional requests to return to the program.
6. A student whose request is denied or who is not eligible to request to return could reapply to the program, but reapplication does not assure acceptance in any subsequent year.

V. PROCEDURES FOR PHYSICAL THERAPY PROGRAM COMPLETION

- A. Students must complete online forms required for graduation in accordance with University deadlines.
- B. Completion of the online form will trigger a process in the Graduate School in which transcripts and degree plans will be checked so that corrections can be made and outstanding Graduate School forms can be submitted prior to the end of the program.
- C. Each campus will have an internal process to assure that students have completed all academic, research, and clinical requirements of the program before documentation is released to the University allowing the students to graduate, i.e., Certification of Final Examination (Coursework Option).
- D. The University does not issue transcripts with the degree posted until after the official date of graduation.
- E. Students are responsible for keeping the Registrar's office informed about their current address for official correspondence.
- F. Students must complete all of the academic, research, and clinical requirements to receive written verification of program completion from the Graduate School.
- G. Students are ultimately responsible for ensuring that all materials required by the Graduate School are submitted in accordance with University deadlines.

VI. LICENSURE EXAMINATION

- A. In order to legally practice physical therapy, a graduate of a physical therapist educational program must apply for licensure in the state where he/she wishes to practice. A national licensure examination is used by all states, but additional requirements may be established by each individual state. Students are directed to the [Federation of State Boards of Physical Therapy \(FSBPT\)](#) for information on licensure in every jurisdiction.

- B. Students will be informed of the process for registering for the licensure examination and applying for licensure in Texas. If a student plans to seek licensure in another state, he/she should contact that state's licensing board. Applicants have the responsibility to meet requirements for licensure. Each state has different requirements, the student should familiarize themselves with those requirements.

ADDENDUM I. Policies Concerning Ethical Behavior

A. Standards governing faculty

Faculty members have obligations to students, the profession, and the welfare of the public served by the physical therapist. Toward these ends, faculty members strive to provide a supportive learning environment, while ensuring that each student possesses competency in skills essential to the practice of physical therapy prior to graduation. The faculty of the School of Physical Therapy supports the following ethical standards in the various aspects of the physical therapy program:

1. Faculty members respect the dignity of each individual with whom they are associated.
2. Faculty members respect the confidences imparted to them unless otherwise directed by law.
3. Faculty members seek to maintain an optimal level of safety for all individuals associated with the didactic and clinical aspects of the program.
4. Faculty members assure that any study or educational experience involving human subjects follows the TWU Institutional Review Board policies.
5. When students are used as subjects in clinical learning procedures, the faculty member responsible for the learning experience explains the procedures. Voluntary participation by the student in the class is accepted as informed consent. However, students also have responsibility for hearing the precautions or contraindications for any procedure and informing the instructor if the student has any risks associated with participation.
6. Faculty members identify the student's level of competence in evaluation and treatment skills and communicate this information during formal and informal faculty meetings.

B. Standards governing students

The School will not tolerate any type of activity considered by the faculty to be cheating or engaging in any activity where the intent may be construed as cheating. The following list provides actions that may be cause for dismissal from the program. This list is not considered all-inclusive, as other actions of a dishonest nature, or construed to be dishonest, may also result in dismissal.

1. Students must not cheat on a test or assignment by obtaining answers from others, by copying the work of others, or by obtaining unauthorized material from others. Students have responsibility for ensuring that they do not give the appearance of cheating.
2. Students must do their own work and must not plagiarize. Students must provide or be able to provide written citations for any work that is not their own and for any ideas which are not original to the student.
3. Students should not enter any faculty office unless officially authorized to be there.
4. Students are not to enter a room where practical exams or other types of examinations might be occurring, if not authorized by a faculty member, even if the room is unlocked.
5. Students are not to obtain copies of impending exams prior to the testing, and after an exam, such copies are not to be kept by students unless authorized by the instructor.
6. Students should avoid unexcused absences and chronic tardiness and should not fabricate reasons for such absences.

7. Students are not to remove any materials from laboratories that are property of the School, the University, or someone else without permission of the campus administrator or the designee.
8. Students should not engage in any unethical, illegal, or dishonest behavior.

C. **Ethical principles for physical therapy students** (Note that with the exception of the term “students” in each italicized phrase, the ethical principle statements appear exactly as they are published by the APTA. See link for more information.)

Principle 1: Physical therapy students shall respect the inherent dignity and rights of all individuals. (Core values: Compassion, Integrity)

- 1A. Student physical therapists shall recognize their personal biases and act in a respectful manner toward each person with whom they interact during the course of their education, including peers, faculty, patients, and guest lecturers.
- 1B. Student physical therapists shall acknowledge and respect all backgrounds and perspectives when resolving dilemmas between individuals.
- 1C. Student physical therapists shall demonstrate respect for others and consider others as unique and of value.
 - 1C1. Student physical therapists will be respectful when interacting with other students, faculty, guest lecturers, healthcare providers, and patients/families.
- 1D. Student physical therapists respect the diversity of others in all interactions and shall not discriminate based on age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

Principle 2: Physical therapy students shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Duty)

- 2A. Student physical therapists will adhere to the core values outlined by the Physical Therapy Practice Act, and shall act in the best interests of patients/clients as well as other students.
- 2B. Student physical therapists will provide physical therapy services under the supervision of a licensed physical therapist, with compassionate and caring attitudes that incorporate both individual and cultural differences of patients/clients.
- 2C. Student physical therapists will provide the information necessary to allow patients and their caregivers to make informed and educated decisions about physical therapy care or participation in clinical research.
- 2D. Student physical therapists will collaborate with patients/clients to empower them in decisions about their health care.

- 2D1. Student physical therapists shall not restrict the patient/client's choices in care decisions including but not limited to choice of providers, consent to treatment plan, and modifications to treatment plan.
- 2E. Student physical therapists will protect the rights of patients/clients, particularly with confidential information as outlined by the Health Insurance Portability and Privacy Act; the student may disclose confidential information to appropriate authorities only when allowed or as required by law.
- 2F. Student physical therapists shall maintain professional relationships with patients/clients at all times. Physical therapy students shall not engage in any unprofessional relationships with patients/clients, including but not limited to sexual contact with patients/clients.

Principle 3: Physical therapy students shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

- 3A. Student physical therapists will not obtain or disclose information from other students during tests or related academic or clinical assignments, including practical exams, when individual work is required or allow information to be given to others especially when other students are engaged in testing.
- 3A1. Student physical therapists will submit coursework and examinations that reflect their individual effort, unless otherwise specified by faculty.
- 3B. Student physical therapists will demonstrate a commitment to life-long learning.
- 3C. Student physical therapists will be aware of limitations to knowledge and seek appropriate guidance when necessary in both academic and clinical settings.

Principle 4: Physical therapy students shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public. (Core Value: Integrity)

- 4A. Student physical therapists will conduct themselves professionally while on clinical rotations, while carrying out their research projects, or while participating within the community.
- 4A1. Student physical therapists will be accountable for upholding the virtues of the physical therapy profession in academic, professional and personal realms.
- 4A2. Student physical therapists shall demonstrate excellence and professionalism in the community as a representative of Texas Woman's University.
- 4A3. Student physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

- 4B. Student physical therapists will serve as patient advocates during all clinical rotations, acting in the best interest of the patient and family.
- 4C. Student physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.
- 4D. Student physical therapists shall not engage in any sexual relationships with any of their patients/clients, research participants, or supervisors.

Principle 5: Physical therapy students shall fulfill their legal and professional obligations. (Core Values: Duty, Accountability)

- 5A. Student physical therapists will abide by the ethical principles as they are written in the student handbook.
- 5B. Student physical therapists will work harmoniously with all students in classroom and clinical settings.
- 5C. Student physical therapists will abide by all the rules and regulations described in course syllabi.
- 5D. Student physical therapists will be prepared to participate in each class meeting
- 5E. Student physical therapists will demonstrate professional behaviors in all classroom and clinical environments.
- 5F. Student physical therapists who are aware of cheating, unethical, and unprofessional behaviors of their peers should report this information to the appropriate authority

Principle 6: Physical therapy students shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence)

- 6A. Student physical therapists will gain professional competence through their didactic coursework and clinical experiences
- 6B. Student physical therapists will learn the importance of evidence-based practice throughout their didactic coursework, and consistently implement it during their clinical rotations.
 - 6B1. Student physical therapists will learn to gather the most relevant information from research in order to make the best clinical decisions and provide the most appropriate treatments for patients.
- 6C. Student physical therapists will contribute to the development and shaping of excellence of the TWU DPT program through constructive feedback.
- 6D. Student physical therapists will enhance their professional development through participation in professional organizational activities both on a local and national level.

- 6E. Student physical therapists will take responsibility for their professional development based on critical self-assessment and reflection throughout didactic and clinical education experiences.

Principle 7: Physical therapy students shall promote organizational behaviors and business practices that benefit patients/clients and society. (Core Values: Integrity and Accountability)

- 7A. Student physical therapists shall actively participate in their education by fulfilling all academic and clinical requirements.
 - 7A1. Student physical therapists will demonstrate active listening during lectures, participation in group work, and completion of assignments.
 - 7A2. Student physical therapists shall adhere to patient safety practices, exhibit professionalism, and respect patient privacy, while in the clinic.

Principle 8: Physical therapy students shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Value: Social Responsibility)

- 8A. Student physical therapists will participate in and promote community volunteerism.
- 8B. Student physical therapists shall develop and maintain awareness of health disparities and associated risk factors for various populations.
- 8C. Student physical therapists shall properly utilize health care resources.
- 8D. Student physical therapists will participate in public education of the benefits of physical therapy and its unique role.
- 8E. Student physical therapists will become knowledgeable in and advocate for changes in legislation pertaining to physical therapy and health care.

ADDENDUM II. Critical Inquiry Project Policies

The School of Physical Therapy degree plan requires completion of the Critical Inquiry series.

A. Registration for Critical Inquiry in Physical Therapy

To meet the Critical Inquiry requirement, a student must complete at least three credit hours of Critical Inquiry in Physical Therapy. Registration for Critical Inquiry in Physical Therapy consists of a series of three 1-credit hour courses (PT 6001, PT 6011, and PT 6021).

Grades in Critical Inquiry coursework are either:

- CR (Credit for work completed)
- PR (Progress) for ongoing activity
- I (Incomplete). A grade of incomplete is assigned only if the student has successfully completed $\frac{2}{3}$ of the assigned work, but, because of extenuating circumstances, cannot complete all of the coursework by the end of the semester.

Students must continuously enroll in the appropriate course until a grade of CR is earned.

B. Experimentation Using Human Subjects

Protection of the rights and welfare of human participants according to the guidelines of the Department of Health and Human Services is vested in the Texas Woman's University Institutional Review Board (IRB). Written approval from the IRB is required prior to beginning data collection. Instructions and forms for the IRB process are available on the TWU Website. If participants are from other institutions, additional approval procedures may be required.

C. General Procedures

1. Assignment to a research project: The faculty will generate a list of research projects each year. Students will then choose or be assigned to a research project from the list of projects by the Coordinator of Research. More than one student may be assigned to a project. The faculty member responsible for generating the project will serve as the Research Advisor for all students assigned to that project. For each project, a brief description of the proposed work and an outline of student responsibilities signed by the students and Research Advisor must be submitted to the Coordinator of Research.
2. Design of the research project (PT 6001 – Critical Inquiry in PT I)
3. Approval for project initiation and data collection (PT 6011 – Critical Inquiry in PT II)
4. Presentation of the research project (PT 6021 – Critical Inquiry in PT III)

D. Points to keep in mind

1. Students must keep their advisors informed of plans, activities, progress, and problems.
2. Anticipate time delays. Seek your advisor's assistance in planning effective use of your time. Retain all records, data, and drafts of documents until the project is completed.

3. Additional expenses should be anticipated for the completion of the project. For example, students may be responsible for the cost of duplication of research articles related to their projects.
4. Students may work on their projects while on clinical rotations. Students are reminded, however, that while on clinical rotations, their first and foremost responsibilities are to the clinical education instructor and their patients. Working on a research project cannot be used as an excuse for inadequate performance of assigned clinical work.
5. Students intending to copyright any of their project materials should discuss this first with their advisor.
6. Any student considering submitting the results of the research for publication in a journal should consult with their advisor and enter into an agreement concerning authorship. (For additional information, see “Guidelines for Publication of Research” below.)

Time Table for Critical Inquiry Series Activities

Classes associated with the Critical Inquiry Series are to be completed sequentially. The student may not proceed to the next level class until the goals of the preceding one have been met, at which time a grade of CR for Credit will be recorded. If the student does not complete assigned work and receives a grade of PR for Progress or I for Incomplete, the student must re-enroll in the class in the following or subsequent semester.

Project Activities	Semester
<ul style="list-style-type: none"> • Faculty make presentations concerning their research interests with information that is sufficient for an appropriate review and understanding of the research project. • Coordinator of Research makes assignments for research projects/advisors based on student requests through a “matching process”. 	3
<ul style="list-style-type: none"> • Students register for PT 6001 (Critical Inquiry in Physical Therapy I). • Students and research mentors meet to develop the project. • Students submit a project description and signed participation contract to the Coordinator of Research. For group projects, only one form needs to be submitted. • Students or mentors submit an application to IRB for approval, if necessary. 	4
<ul style="list-style-type: none"> • Students register for PT 6011 (Critical Inquiry in Physical Therapy II). • Students collect data and/or complete project objectives. • Students meet regularly with mentors to assess progress. 	5
<ul style="list-style-type: none"> • Students register for PT 6021 (Critical Inquiry in Physical Therapy III). • Students analyze data and/or results of the project. • Students prepare a written summary of the project. • Students prepare and make a public presentation of the project. • Research Mentor submits certificate of final exam upon satisfactory completion of critical inquiry project to the PT Campus Administrator. 	7

GUIDELINES FOR PUBLICATION OF RESEARCH

A requirement for the granting of a professional Doctor of Physical Therapy Degree for students in the Texas Woman's University, School of Physical Therapy is satisfactory participation in a research project. The data generated by the project may be of sufficient quality and importance that it adds to the discipline and could be published in a peer-reviewed journal.

As is often the case, however, time and resources dictate the quality of individual papers. Continued editing, more data collection, or possibly combining work of others may be necessary before a paper is submitted for external review. Because of the variety of situations that exist in a given laboratory or project, decisions related to publication are the responsibility of the faculty Research Advisor of the project. The following, therefore, are some guidelines to be aware of when considering authorship and publication.

- A. To avoid dissension or misunderstandings, authorship (and the order in which the names will appear) should be discussed before the project even begins. Final decisions are not made until the final draft of the manuscript is completed.
- B. See the International Committee of Medical Journal Editors document on defining the role of authors and contributors.

ADDENDUM III. Required Drug Screening and Criminal Background Screening

The School of Physical Therapy requires drug testing and criminal background checks and also adheres to all policies of clinical facilities with which the School affiliates. Students admitted to the School are required to have these tests prior to or during the first semester of enrollment via an approved vendor. The School will not accept drug and criminal background screening results from any vendor other than those approved by the School. The student will pay the cost of the drug and criminal background check at the time of the testing. The student must sign a waiver of confidentiality so that the results of the screening can be immediately available to the PT campus administrator or designee.

If a student fails to agree to a background check and/or drug screen or fails to have satisfactory results of such checks/screens, consequences may include, but are not limited to:

- Dismissal from the program if other students or faculty would be at risk
- The inability to obtain clinical/field experiences of choice
- A delay in graduation
- An inability to complete the required program degree plan

If there is a break in the student's enrollment, the student will be required to repeat both the drug screen and/or criminal background check. Certain clinical facilities may require completion of a more recent drug screen and/or criminal background check prior to a clinical rotation. In these cases, the student is responsible for the cost of these additional tests/screens.

Drug Screening

The School is committed to providing a safe workplace for all employees, students, and patients. Therefore, all DPT students are required to have a negative 10-panel healthcare worker drug screen. Negative screens for other substances may be required by a health care facility the student is assigned for a clinical rotation. A student's drug screen is not considered positive until a Medical Review Officer (MRO) has determined that the results are not due to legally prescribed and appropriately taken prescription medications. An MRO is a licensed physician responsible for receiving laboratory results, who has knowledge of substance abuse disorders and has appropriate medical training to interpret and evaluate an individual's positive test result together with that individual's medical history and any other relevant biomedical information.

Procedures:

1. Initial drug screening occurs prior to or during the first semester of the DPT program. Matriculating students may be required to undergo additional drug testing to meet clinical affiliate requirements.
2. A negative ("clear") test is required for continuation in the curriculum.
3. The School has designated SurScan as the vendor to conduct drug testing for all new students. Additional collection sites may be authorized for subsequent tests (for example, a specific health care agency may require testing at their facility).
4. If a student fails to participate or fails to provide a negative drug screening, the student will be dismissed from the program.

5. The decision of the MRO regarding test results and reporting is final. The student may appeal to the MRO for a failed drug test. The appeal process will be provided by SurScan.

Criminal Background Check

1. If the initial background check reveals a misdemeanor or felony conviction, the PT Campus Administrator will discuss the results with a student.
 - a. As determined by the PT Campus Administrator, in most cases, the student will be instructed to contact the [Texas Board of Physical Therapy Examiners](#) for a determination of their eligibility for licensure. This letter of eligibility must be obtained and submitted to the PT Campus Administrator prior to the start of the second semester.
 - b. If the letter says that the student is not eligible for licensure, the student will be counseled about their options.
2. In the event that a student is convicted of a misdemeanor or felony during the DPT program, they must inform the PT Campus Administrator within 3 days of the conviction.
 - a. As determined by the PT Campus Administrator, in most cases, the student will be instructed to contact the [Texas Board of Physical Therapy Examiners](#) for a determination of their eligibility for licensure. This letter of eligibility must be obtained and submitted to the PT Campus Administrator.
 - b. If the letter says that the student is not eligible for licensure, the student will be counseled about their options.

**Texas Woman's University
School of Physical Therapy
Doctor of Physical Therapy Program
(Sample Form)**

Texas Woman's University

**Policy Related to Required Drug Testing and Clinical Background Check
Upon Program Entry**

My signature below indicates that I have read the policies on Drug Testing and Criminal Background Screening. This form provides my irrevocable consent for the results of drug screening and criminal background checks to be released to TWU School of Physical Therapy officials and to release the attestation form to clinical sites.

Signature

Date

Printed Name

TEXAS WOMAN'S UNIVERSITY
SCHOOL OF PHYSICAL THERAPY
ATTESTATION FOR UNIVERSITY STUDENT CLINICAL EXPERIENCES and
OBSERVATIONS
(Sample Form)

Texas Woman's University

Attestation for University Student Internships and Observations

This letter is to confirm that the following information has been collected and is on file with Texas Woman's University for student, _____ in order for the student to participate in clinical education at your facility. To the best of our knowledge, the following information is true and correct.

Background Check: With the student's written approval, GroupOne Services completed a national consumer report on. Within the guidelines of the Fair Credit Reporting Act, we have reviewed the results of the following report types:

- Social Security Number
- Criminal Search (last 7 years or up to 5 criminal searches)
- Employment Verification
- Violent Sexual Offender and predatory registry search
- HHS/OIG List of Excluded Individuals/Entities
- GSA List of Parties Excluded from Federal Programs
- Treasury Department's Terrorist List

The criminal search yielded no felony convictions and no criminal records on the aforementioned lists. The student has been in continuous enrollment in the School of Physical Therapy since the completion of the consumer report. *Pursuant to the Fair Credit Reporting Act, details of a student's individual results are not forwarded by the school/institution.*

Drug Screen: With the student's consent, Texas Woman's University requested a ten-panel 'healthcare professional' drug screen for the student. The drug screen was completed by SurScan on a sample collected _____, and the student has met the School's criteria for placement in clinical education. The student has been in continuous enrollment in the School of Physical Therapy since the completion of the drug screen.

Immunizations: the student has provided evidence of completion of the following immunizations. *Under the Family Educational Right to Privacy Act (FERPA or the Buckley Amendment) 20 USC S. 1232g, specific medical information may not be shared by the institution without the student's consent.*

- MMR vaccinations or report of titer Varicella or report of history of chicken pox
- Tetanus/Diphtheria booster within the past 10 years
- Hepatitis B (3-immunization series)
- Hepatitis C
- TB Tine Test or Chest X-Ray – completed in the past 12 months

CPR Certification: the student has provided evidence of completion of CPR Provider training within the last 12 months.

Health Insurance: the student has provided proof of health insurance coverage to cover the period of the student's clinical experience.

Professional Liability Insurance: Texas Woman's University carries professional liability insurance on all students through Columbia Casualty Co./HPSO in the amount of \$1 million per occurrence and \$3 million annual aggregate. Individual certificates of insurance are mailed to clinical sites annually. Additional copies are available upon request.

Attester's Name:

Attester's Signature

Position / Title

Institution:

Date:

Director of Clinical Education

Texas Woman's University – School of Physical Therapy

ADDENDUM IV. Policies for Students with Problems or Concerns

Students with problems or concerns have informal and formal processes to find answers or resolutions to their concerns. Informally, the PT Campus Administrator on each campus will meet with each class of students one or more times per semester to discuss topics of interest or concern to students and to briefly review and assess course work for the previous semester. Students may also seek an appointment with their advisor or the PT Campus Administrator. Additionally, the student representative attending the faculty meetings may raise concerns at those meetings.

The University has formal policies in place for [academic issues and complaints](#).

For Title IX concerns, consult the [TWU Title IX website](#).

For Counseling and Psychological Services, see the [CAPS website](#).

ADDENDUM V. Laboratory Safety Guidelines

The School of Physical Therapy at Texas Woman's University (TWU) is committed to providing an accessible environment fostering independent and self-directed learning. To this end, the School allows students to use school facilities and equipment to practice evaluation and intervention skills during regularly scheduled classroom, lab and/or Supplemental Learning Lab (SLL) sessions, as well as outside of scheduled lab and/or SLL hours. Students are expected to use supplies, physical agents and/or operate equipment in a safe and responsible manner.

PURPOSE

Physical therapy lab space, supplies, physical agents and equipment are available to current TWU physical therapy students to aid in developing their psychomotor skills related to patient evaluation and therapeutic intervention procedures. In order to insure student safety during both supervised and after-hour practice, the following guidelines must be observed.

SCOPE

These lab safety guidelines address both training and research laboratories, and apply to all faculty, professional staff, and students of the School of Physical Therapy who use school facilities, supplies, physical agents and equipment. Laboratory rooms contain a variety of physical therapy supplies, physical agents, equipment and furniture used to simulate clinical practice settings, and to practice evaluation and intervention procedures.

COMPETENCIES

Due to the complex and potentially hazardous nature of the specialized equipment in the physical therapy training and research labs, some required competencies have been developed. These must be completed prior to the use of the equipment and materials. See syllabi or research lab coordinators for specifics.

SAFETY TRAINING

During the initial session of each physical therapy course, students will receive verbal and written instructions from the course coordinator outlining specific safe practice and use of the supplies, physical agents and/or equipment used in that specific course.

The following general guidelines will be observed in all physical therapy laboratories.

Instruction in safe use of supplies, physical agents and equipment operation.

As new supplies, physical agents or pieces of equipment are introduced in a class, the instructor will instruct students in the selected indications and contraindications, rationale for use, and proper application of the supply, physical agent, and/or equipment. In addition, the instructor will demonstrate the safe use of the supply or operation of the equipment. Students will be instructed to use supplies, physical agents, and/or equipment only for their intended purposes and only in the manner for which they are designed. Students have responsibility to inform the instructor and their practice partners of any personal conditions, which might be precautions or contraindications for participating in any laboratory experience.

Instruction in safe practice of manual skills.

As new manual evaluation and/or treatment skills are presented in class, the instructor will instruct students in the indications and contraindications for the use and proper performance of the manual skill(s). In addition, the instructor will demonstrate the safe performance of the manual skills. Students should perform manual procedures only in the manner demonstrated by the instructor. Students have responsibility to inform the instructor and their practice partners of any personal conditions, which might be precautions or contraindications for participating in any laboratory experience in manual skills.

SAFE PRACTICE

In order to insure student safety during scheduled class, laboratory, and SLL sessions, the course instructor, adjunct faculty or SLL coordinator will supervise student performance of evaluation and/or intervention skills. During after-hours practice, the student assumes the risk of use of therapeutic supplies, physical agents and/or equipment and performance of manual skills. Students are strongly encouraged to avoid studying or practicing alone in the labs after hours.

After-hour use of supplies, physical agents and/or equipment or practice of manual skills.

In order to insure student safety outside of regularly scheduled classroom, lab, and/or SLL hours, the student must assume responsibility to practice evaluation and treatment skills in a safe manner. After-hours access to lab spaces is limited to only TWU physical therapy students.

TWU physical therapy laboratory equipment, supplies, and space is for teaching and research purposes only. Unsupervised student access to the labs is necessary to allow students to practice the psychomotor skills learned in labs. The access to the labs is approved only for the purposes of practicing skills that have been taught. Students are not allowed to use the lab areas or the equipment and supplies contained within to treat their own or any other individuals' pathology or impairments. The labs are strictly for teaching/training/research purposes not for delivering physical therapy treatment.

The student has responsibility to use supplies, physical agents and/or equipment only for their intended purposes and only in the manner for which they are designed and in the manner they were instructed. In order to prevent injury during after-hours practice time, the student has responsibility to inform any practice partner(s) of any pre-existing conditions or precautions to be observed during practice using supplies, physical agents and/or equipment. In order to prevent injury using manual skills, the student has responsibility to inform practice partner(s) of any pre-existing conditions or precautions to be observed during practice. The School cannot accept responsibility for injury caused to non-students due to the students' unsupervised behaviors.

Emergency procedures. First aid kits are available in each laboratory space. Additional kits are available in other locations in the building. Emergency procedures are posted in all laboratories and classrooms throughout the building. Students are reminded to contact the TWU Department of Public Safety or "911" if appropriate. The red phones on both campuses connect directly to the TWU Department of Public Safety Denton, TX.

SECURITY

Without prior authorization, no outside visitors are allowed to enter any teaching or research lab at any time. These labs require a student ID card swipe to access these labs. Students should individually swipe into each lab after hours to allow an accurate list of students.

ADDENDUM VI. Essential Functions of the DPT Student

In keeping with the goals of the Doctor of Physical Therapy (DPT) Program, the highest priority is placed on developing caring physical therapists who possess the knowledge and skills to function in a broad variety of clinical settings and adapt to a changing healthcare environment. Certain essential functions are required for admission, progression, and graduation from the DPT program.

Admission and retention decisions are based not only on prior satisfactory academic achievement, but also on non-academic factors, which serve to ensure that the candidate can complete the Essential Functions of the academic program required for graduation. The School of Physical Therapy faculty maintain the responsibility to evaluate achievement of these Essential Functions as they promote students based on their classroom and clinical education performance.

The School of Physical Therapy (School), as part of Texas Woman's University, is committed to the principle of equal opportunity. The School does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. A student with a disability may participate in the program provided the student satisfies program requirements including these Essential Functions, with or without reasonable accommodations. Students who seek reasonable accommodations for disabilities must contact Disability Services for Students (DSS) as soon as possible. DSS will determine student eligibility and recommend appropriate accommodations and services. Students are encouraged to meet with faculty members by appointment or during office hours to discuss approved accommodations and how course requirements and activities may impact a student's ability to fully participate.

Essential functions, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The Essential Functions and abilities required by the curriculum are in the following areas: observational ability, motor, sensory, communication, intellectual (conceptual, integrative, and quantitative abilities for problem solving and patient assessment) and the behavioral and social aspects of the performance of a physical therapist. This list is not intended to be exhaustive and individual course instructors may identify additional requirements for successful completion of their courses.

General abilities: The student is expected to possess functional use of the senses of vision, touch, and hearing so that data received by the sense may be integrated, analyzed and synthesized in a consistent and accurate manner. The student must also possess the ability to perceive pain, pressure, temperature, position, vibration, position equilibrium, and movement that are important to the student's ability to gather significant information needed to manage patients effectively. The student must have the ability to master information presented in course work in the form of lectures, written material, and projected images.

Observational ability: The student must be able to observe demonstrations in basic and applied sciences including, but not limited to human anatomy and neuroscience as well as in didactic courses in physical therapy theory and practice for normal and pathologic states. The student must be able to observe patients at a distance and close at hand, including non-verbal and verbal signals, to assess health and illness alterations in a variety of healthcare settings.

Observation requires the use of common sense, as well as the functional use of the sense of vision, audition, olfaction, and palpation.

Communication ability: The student must be able to communicate effectively with patients and family, physicians and other members of the health care team. The communication skills require the ability to assess all information, including the recognition of the significance of non-verbal communication and immediate assessment of information provided, to allow for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness to issues of concern and sensitivity to potential cultural differences.

The student must be able to process and communicate information regarding the patient's status with accuracy in a timely manner to physical therapist colleagues and other members of the health care team. This information needs to be communicated in a succinct yet comprehensive manner and in settings in which time available is limited. Written or dictated patient assessments, etc., must be complete and accurate. The appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

Sensory and motor ability: The student must possess the fine and gross motor skills necessary to provide care to patients of all ages and sizes, including the ability to perform complete physical examinations using a variety of examination maneuvers. The student must be able to perform gross and fine motor movements with coordination sufficient to perform interventions, including management and operation of therapeutic healthcare equipment used in the general practice of a physical therapist. The student must be (1) able to maintain consciousness and equilibrium, (2) have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination, and (3) possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, lifting, and physical exertion required for satisfactory performance in patient care and classroom/laboratory settings. In addition, the student must possess adequate motor ability to respond efficiently and effectively in an emergency situation.

The student must have the ability to obtain information and document in a patient's record, an appropriate history, and perform a physical examination. Such tasks require the ability to communicate with the patient and family. The student must also be capable of perceiving the signs of disease, especially neuromusculoskeletal dysfunction, as manifested through the physical examination. Such information is derived from observation and palpation of the body surfaces, palpable changes in various organs and tissues, and auditory information (such as patient voice, joint, heart and lung sounds).

In order to master observation and palpation techniques, students are required to complete courses with laboratory components. Labs are co-educational, and students are often required to dress in shorts and t-shirts/sports bras to allow appropriate visualization and palpation. During these courses, students are required to work with classmates of all genders and all body types.

Intellectual, Conceptual, Integrative, and Quantitative Abilities: The student must possess a range of intellectual skills that allows mastery of the broad and complex body of knowledge that comprises a DPT curriculum. The student must be able to comprehend, analyze, and synthesize information from various sources. The student must be able to develop and refine problem-solving skills crucial to physical therapist practice. Problem solving involves the abilities to (1) comprehend three-dimensional relationships and understand the spatial relationships of structures, (2) measure, calculate, reason, analyze, and synthesize objective and subjective data, and (3) make decisions in a timely manner that reflect consistent and thoughtful deliberation and sound clinical judgment. The School uses cadaver dissection in gross anatomy instruction and expects all students to participate in dissection as part of the learning process.

The student must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the evaluation, diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients. The student must be able to tolerate physically-taxing workloads and to function effectively under stress. The student must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. The student also must possess attributes which include compassion, empathy, altruism, integrity, responsibility, and tolerance.

Procedures

In order to fully inform prospective applicants, applicants, and matriculated students regarding the Doctor of Physical Therapy Program Essential Functions (Essential Functions), the School is responsible for communicating the Essential Functions to prospective and current students at regular intervals. The Essential Functions are disseminated through the following methods:

1. Posted on website: the Essential Functions are posted on the School website under Current Students, DPT Forms and Links.
2. Mailed out with Acceptance letter: a copy of the Essential Functions is included in the acceptance letter mailed to students accepted to the Program. Students complete a verification that they have read and understand the Essential Functions.
3. Included in the DPT Program Student Handbook: The Essential Functions are included in the DPT Program Student Handbook.
4. Reviewed during Orientation: The Essential Functions are included in the overview of the Handbook during Orientation.

Student acknowledgement of receipt of Handbook (containing Essential Functions): After reading the Handbook, all students sign the acknowledgement form of its receipt, and that any questions about content in the Handbook were answered. Use of Essential Functions: The Essential Functions are in place to answer student questions about technical standards and/or performance expectations before matriculation and during enrollment in the School. Additionally, they may be used by faculty for reference during advising or counseling sessions to identify desired behavior and/or correct behavior.

ADDENDUM VII. Student Dress Code

The faculty and students in the Doctor of Physical Therapy program at Texas Woman's University have established a dress code that applies to all DPT students. This dress code should be used to guide all students when making decisions about dress and appearance during all activities where they represent both TWU and the Physical Therapy profession. Students are expected to have their TWU issued ID badge visible at all times when they are on campus.

The purpose of this dress code is two-fold:

- To ensure the safety of patients, students and others involved in educational and patient-care activities related to the educational program
- To promote the highest standards of professionalism

This dress code describes the minimal expectations for student appearance. Faculty members and/or clinical sites may require different or additional dress code/appearance standards than those described in this dress code. Additional dress code requirements will be addressed in individual course syllabi, and be enforced by the faculty members at their discretion. In that case, the student will adhere to the dress code requirements for each course. Failure to comply with specific dress code requirements for a course may result in a lower course grade.

CLASSROOM ATTIRE

At all times, students shall observe good personal hygiene.

Attire expectations for individual courses or course activities will be communicated by the instructor.

LAB ATTIRE (EXCLUDES CADAVER LABS)

During labs on campus, students should dress in clothing that allows ready visualization and palpation of structures and exercise, while balancing the need for student modesty. Lab attire may include:

- T-shirts
- Shorts that fit so that undergarments are not visible.
- Leggings, as appropriate for lab activities
- Footwear appropriate for class content
- Women: Sports bra that does not obscure the scapula (racerback thin straps or halter style), when indicated for lab activities.

CLINIC ATTIRE

These guidelines apply to all clinical experiences, whether visits, part or full-time clinical experiences, and apply to all clinical settings. During clinical experiences, the students' appearance should be neat and clean, and clothing should be appropriately pressed. Individual clinical sites may have more specific rules related to attire or appearance that must be adhered to, such as lab coats or scrubs.

- Clothing: Follow the dress code of the clinical facility.
- Jewelry: Jewelry should be kept to a minimum for both student and patient safety and hygiene
- Fingernails: Short and trimmed for patient safety and cleanliness
- Hair: For student and patient safety and hygienic purposes hair should be clean and well kept. Longer hair should be worn up and off the face (e.g., headband, pony tail, braid).
- Facial Hair: Clean, short, tailored, well kept, and neatly trimmed.
- Makeup: Minimal, conservative, light make-up
- Facial Piercing: Wear stud earrings, dime-sized or smaller; no dangling earrings
- Fragrances: No perfume, no cologne
- Tattoos: No visible tattoos. Tattoos should be covered with clothing or bandages regardless of location.

PROFESSIONAL MEETING ATTIRE

Professional meeting attire typically includes business casual or business professional attire.

- Business casual attire includes: slacks or dress pants, khakis, knee-length skirts, dark jeans without holes, button-down shirts, sweaters, blouses, or polo shirts, knee length or longer dresses, closed toed shoes such as loafers, boots, heels, or flats
- Business professional attire includes: tidy dresses, slacks, skirts, dark-colored suits and ties, tops such as button-down shirts or blouses with a blazer, and shoes including heels, loafers, or flats.
- Students should avoid: well-worn athletic shoes, flip flops, stained or wrinkled clothing, clothing with holes, clothing that is too tight or too short, clothing that is oversized, shorts, tank tops or strapless shirts, backless or low-cup tops, crop tops, or clothing with inappropriate logos or text.

ADDENDUM VIII. Student Use of Technology and Social Media

DEFINITIONS OF TECHNOLOGY AND SOCIAL MEDIA:

Social networking sites include but are not limited to:

- Social networking sites such as Facebook or Instagram
- Video and photo sharing websites such as YouTube, Snapchat, TikTok
- Microblogging sites such as Twitter
- Weblogs and Online forums or discussion boards
- Any other websites or online software applications that allow individual users to post or publish content on the internet

Students are responsible for what they post. The content of posting should always be respectful. Use of social media, even in a personal capacity, must comply with federal and state laws, and be consistent with the American Physical Therapy Association's Code of Ethics.

The School of Physical Therapy will have zero tolerance for any violation of this policy. Any violation will be considered a breach in Professional Behaviors, and will be handled by the campus Associate Director. Violation of this policy will result in disciplinary action, up to and including dismissal from the Physical Therapy program.

USE OF TECHNOLOGY AND SOCIAL MEDIA DURING DIDACTIC COURSES (including on campus, and online/distance education courses)

Within the classroom course, any technology used by students (laptops, cell phones, etc.) should relate to the specific course and should not be disruptive/distracting to one's self, peers, or faculty. Each faculty member is responsible for establishing and communicating via the syllabus a technology use policy that will define or limit the appropriate use of technology by students in the classroom consistent with the needs of the specific course.

The organization and presentation of course content or material is considered the property of the course instructor or presenter, and as such, should not be shared without the express permission of the presenter. To protect the work of the faculty, the following procedures apply to all students.

- Any student wishing to record classroom or laboratory material must ask EACH faculty member for permission before recording any information. It is understood that these recordings are solely for the student's personal use and are not to be posted to any public or private website.
- If a guest lecturer is present in a class, a student must request the lecturer's permission before recording any information. Students should not assume that because they have permission to record material from the faculty member/instructor of record, that students have permission from the guest speaker as well. If students wish to ask the guest speaker for permission to record information, requests for permission must be submitted prior to the day of class. Students must confer with the instructor of record for guidance in how to obtain permission from the guest speaker.

USE OF TECHNOLOGY AND SOCIAL MEDIA DURING CLINICAL EDUCATION COURSES OFF CAMPUS:

During clinical education, any technology used by students (laptops, cell phones, etc.) should relate to the specific clinical education course and should not be disruptive/distracting to one's self, peers, clinical instructors or patients.

During clinical education, students must comply with all clinical facility HIPAA/privacy policies. Use of social media, even in a personal capacity, must comply with state and federal law concerning patient information including but not limited to the Health Insurance Portability and Accountability Act (HIPAA).

A patient's privacy must not be violated by releasing his or her protected health information (PHI) unless that patient (or patient's parent/guardian) has signed an approved facility form authorizing the release of such information. Student physical therapists should never reveal patients' health information or other information on personal social media sites. Protected health information includes photographs and videos of the patient, even if the patient asked for the photo/video to be made or consented to it being made. It is best to return such photos to the patient, as long as no other patients are in the photos.

Students may collect selected 'de-identified' patient information to complete required course assignments. Information may include medical or financial information, images, photographs, pertaining to the patient's medical condition and/or treatment. Before patient information is collected, the student must complete the following:

- If photographic or video images are used, the student must obtain verbal and written permission from the patient (or patient's parent/guardian), using an approved facility form and the TWU release form authorizing the release of such information. The student must prevent viewing of the patient's face in the photograph/video image by cropping or obscuring facial features.

Patient information may not be posted on any social media websites, even if it has been 'de-identified'. Please keep in mind the following:

- It often is possible to identify patients even if their names or other obvious identifying information are not included.
- Details, such as names, places of work/study, and the date/time stamp can make it easy to identify patients described, particularly to the patients themselves and their families and friends.

Violation of these policies may not only result in legal action against a student, but may also result in automatic failure of a clinical education experience, and subsequent dismissal from the program.

For more information on social media and professionalism, refer to the APTA social media page.

Handbook Adoptions

This handbook was initially adopted by the Physical Therapy Faculty on May 11, 1992.

*Revised and approved by the faculty in the following years: 1994, 1995, 1998, 2000, 2002, 2006, 2008,
2011, 2012, 2017, 2018, 2021, 2022*

Current Revision: June 2023, Approved _____,