

DOCTOR OF PHYSICAL THERAPY



University of Wisconsin
Stevens Point

STEVENS POINT • MARSHFIELD • WAUSAU

**STUDENT
HANDBOOK** 2022-23

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Introduction and Welcome

Welcome to the University of Wisconsin-Stevens Point Doctor of Physical Therapy Program!

Our goal with this handbook is to help you learn a bit about us, and to have a reference tool for your time in the program. We invite students to be active in revising the handbook to reflect your goals and visions for the program. UWSP is a developing program, with a planned enrollment of our inaugural cohort in June of 2022.

The curriculum at UWSP is a competency based curriculum. A competency based curriculum is anchored in some beliefs about learning, including:

- (1) Students pace their own learning;
- (2) Students drive the assessment process because ‘assessment’ isn’t about “passing exams” it is about seeking feedback. Frequent low stakes feedback is a hallmark of our program.
- (3) Skills need to be tested in different environments in order to “stick”. This means that just because you pass a skill in a lab doesn’t mean it is easy in the clinic. Because we know you need to learn in different environments, every semester you have opportunity to practice what you learn in the clinic as well as in our learning labs.
- (4) Your classmates are your biggest learning asset.

We chose you to join this program because you showed us that not only are you a good student, but that you are a person ready to learn through engaging with your community. We look forward to starting your professional journey with us, and welcome you to the Pointer family!

Kathryn Zalewski, PT, Ph.D., MPA

Professor and Program Director
University of Wisconsin-Stevens Point
Doctor of Physical Therapy Program

CHAPTER 1

UNIVERSITY OF WISCONSIN-STEVENS POINT

This chapter provides information about the university and community resources.

History

Since its establishment in 1894 as Stevens Point Normal School, the university has served the state and its citizens in the preparation of teachers for the public schools. Two- and three-year curricula were offered until 1927, when the school was renamed Stevens Point Teachers College and became a degree-granting institution.

In 1951, after liberal arts degrees were authorized by the state, Stevens Point Teachers College became Wisconsin State College, Stevens Point, and a letters and science division was established. Graduate work was inaugurated in the summer of 1960 as a cooperative program with the other nine state college institutions and the University of Wisconsin (graduate studies became a full-time, independent, academic-year program in the fall of 1966). Partially as a result of the establishment of graduate programs—many of the first graduate students were in-service teachers—separate schools were created for education and applied arts in 1961. Later, in 1963, a separate school was established for fine arts.

On July 1, 1964, the name of the institution became Wisconsin State University-Stevens Point. The schools were officially designated colleges on July 1, 1967. The College of Professional Studies and the College of Natural Resources were established in 1970. On July 9, 1974, under the law merging the University of Wisconsin and the Wisconsin State Universities, the institution became the University of Wisconsin-Stevens Point. The university offers a variety of curricula in general education, liberal and applied arts, fine arts, pre-professional study, teacher education, adult education, and natural resources.

In 1994-1995, UWSP celebrated its centennial, for which Justus Paul, Professor of History and Dean of the College of Letters and Science, wrote a detailed history of the University. Copies of *The World Is Ours* are available through the University Foundation.

Mission

UWSP shares in the mission of the University of Wisconsin System. The mission of this system is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

Vision

The University of Wisconsin-Stevens Point will continue to be recognized for developing, supporting and educating students and citizens to constructively engage in local, regional and global communities.

Accreditation

UWSP is accredited by the [Higher Learning Commission](#), a member of the North Central Association.

Additional Information

Consult [Chapter 1 of the University Handbook](#) for additional information about UWSP and the University of Wisconsin System.

The [UWSP Graduate Catalog](#) provides additional information about graduate education on campus. Policies of the DPT program are in alignment with the policies of the Graduate Catalog. This handbook will provide program specific interpretation of those policies.

Campus Resources and Student Services: Information on campus resources and additional student services can be found on at the [Solution Center](#) or from [Admissions and Recruitment](#).

Student learning resources: Campus has many student learning resources available from the [Library](#), to [Online Learning Resources](#), to the [Disability and Assistive Technology Center](#). Students should visit with their advisor to secure the learning supports needed to be successful.

STEVENS POINT COMMUNITY RESOURCES

- [Chamber of Commerce](#)
- [City Government Link](#)
- [Local YMCA](#) (close to campus!)
- [St. Michael's Hospital](#) (emergency services)
- [UWSP Campus Police](#) (emergency services)

COLLEGE OF PROFESSIONAL STUDIES AND SCHOOL OF HEALTH SCIENCES AND WELLNESS

The DPT program is housed in the School of Health Sciences and Wellness in the College of Professional Studies. An organizational chart (Appendix A) should help students know who is who.

CHAPTER 2

DOCTOR OF PHYSICAL THERAPY PROGRAM INFORMATION

This chapter provides specific information about the UWSP DPT program.

Program Information:

- Phone (main desk): 715-346-4870
- [Program Web site](#)
- Mailing Address: 2001 Fourth Avenue, UW Stevens Point
Doctor of Physical Therapy Program
Stevens Point, WI 54481

Faculty and Staff

The DPT program web site has contact information for all program faculty and staff.

Core Faculty:

- Kathryn Zalewski, Ph.D., PT – Program Director
- Steven Johnson, DPT, PT – Director of Clinical Education
- Tiffany Akins, ATC, PT
- Sheri Bunyan, Ph.D., ATC, PT
- Christopher Durall, DPT, PT
- Timothy Halkowski, Ph.D.

Adjunct Faculty

- Lindsay Dresang, Ph.D.
- Rebecca Sommer, Ph.D.

Staff

- Tiffany Firkus, Program Associate

History

The Doctor of Physical Therapy (DPT) program on the University of Wisconsin-Stevens Point (UWSP) began in 2018 with the approval from the University of Wisconsin System Board of Regents. The program, located in Stevens Point, Wisconsin, is committed to preparing students to meet the needs of the local/regional community, and therefore has a focus on developing the primary care provider with expertise in rural rehabilitation.

The DPT is housed in the School of Health Sciences and Wellness (SHSW), in the College of Professional Studies (CPS). The CPS is one of four colleges on the UWSP campus, and has a special concentration in developing students for professional careers including those in the health sciences, athletic training, speech pathology and audiology, clinical laboratory sciences, health promotion and dietetics.

The DPT program began as part of the strategic plan for the CPS in 2014. Formal planning began on the UWSP campus in 2018 with the hiring of a consultant to begin formally structuring the program.

Key points in the program's development include:

February 2018: Approval of the Notice of Intent from the UW-System Board of Regents

November 2018: Approval of the Authorization to Implement (ATI) from the UW-System Board of Regents

August 29, 2018: Approval of the ATI by the School of Professional Studies

September 20, 2018: Approval of the ATI by the Graduate Council of UWSP

October 2, 2018: Approval of the ATI by the Common Council of UWSP

December 7, 2018: Approval of the ATI by the UW System Board of Regents

The development of the program vision, values, and goals represents a process of consensus building bringing together members of the University community, clinical community, and physical therapy higher education community. The process started in July 2018 with a visioning retreat.

The initial attendees of that retreat were:

- Matthew Agen* – Physical Therapist, Ascension at Home
- Tiffany Akins – UWSP Undergraduate Advisor, ATC representing the UWSP Athletic Training Program
- Sheri Bunyan* – Associate Professor, Concordia University Doctor of Physical Therapy Program
- Kendra Cichy* – Physical Therapist, Spine and Sport Physical Therapy, Waupaca, WI
- Aaron Homolka* – Director of Rehabilitation Services, Marshfield Clinic Health System
- Corey Huck – Head, Health Promotion and Human Development
- Matthew Ironside* - Physical Therapist, Aspirus
- Steve Johnson* – Owner, Achieve Physical Therapy, La Crosse, WI
- Craig Kage* – Doctoral Candidate, University of Minnesota
- Dennis Kaster* – Physical Therapist, Advanced Physical Therapy and Sports Medicine, Stevens Point, WI
- Connie Kittleson* – President, Wisconsin Physical Therapy Association
- Renee Mazurek* – Clinical Assistant Professor, University of Wisconsin-Milwaukee, Doctor of Physical Therapy Program
- Sarah McGaughey* – Manager of Rehabilitation, Aspirus Ironwood Hospitals and Clinics
- Rachel Popelka* – Physical Therapist, Marshfield Clinic, Marshfield, WI. Alumnus UWSP Athletic Training.
- Mary Repking* – Manager, Rehabilitation Services, Marshfield Clinic Health Systems
- Brett Roberts* – Physical Therapist and Owner, Roberts Physical Therapy, Amherst, WI
- Rebecca Sommer – Head, School of Health Care Professions
- Antoinette Spector* – Doctoral Student, Medical College of Wisconsin
- Nathan Weiler – Director, Rehabilitation Services and Joint Center, Aspirus Riverview
- Annie Wetter – Professor, Health Promotion and Human Development

*denotes participant holds a license to practice Physical Therapy in Wisconsin

Moderator – Kathryn Zalewski* – UWSP Consultant to the Doctor of Physical Therapy Program

The workshop produced first drafts of the program vision, values, and goals which were then validated using a Delphi process. The Delphi process recruited 22 additional members of the central and northern Wisconsin physical therapy community to participate in an iterative process which refined and shaped the initial drafts into the final results presented below.

As a result of this process, the founding documents for development of curriculum, policies, committees and outcomes are anchored in the shared values of our regional practice community.

Vision Statement:

To transform societal health through physical therapy education by creating professionals who collaborate to serve the evolving, diverse needs of our communities

Core Values:

In order to demonstrate excellence and professionalism in all aspects of the UWSP Doctor of Physical therapy Program we value ...

- **Social Responsibility and Advocacy:** Promote mutual trust between community members and the profession of physical therapy to maximize societal health and well-being.
- **Collaboration:** Serve our local communities by working with others to accomplish mutual goals.
- **Innovation:** Utilize novel methods to transform education, physical therapy and deliver health care solutions for Central and Northern Wisconsin.
- **Stewardship:** Benefit the community through sustainable investment of time and resources.
- **Engagement:** Integrate students, faculty and program with the community
- **Diversity:** Promote awareness of and responsiveness to the different needs of students and our communities
- **Educational Accessibility:** Provide competency-based education integrating technology to ensure students have access to the curriculum.

Student and Graduate Goals:

To execute its vision of transforming societal health by meeting the needs of rural communities, **entry-level DPT program graduates** will:

- (1) Demonstrate competence as a direct access practitioner
- (2) Demonstrate effective communication skills among diverse patient populations, professions, and community sectors to provide patient centered and socially responsible care
- (3) Demonstrate professionalism in physical therapist practice consistent with University and APTA Core Values

COST

The DPT program charges a fee-per-credit for completion of program. Current program fees and university fees, in addition to any expenses related to clinical education are found on the [DPT Financial Information page](#). This page also contains links to financial aid information and veteran services.

The DPT program charges a \$500 refundable deposit as part of the admission process. For students who matriculate into the program, this deposit is applied to the first semester fees. **To request a refund of the deposit, please contact Tiffany Firkus, Program Associate, at dpt@uwsp.edu.**

ACCREDITATION

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The University of Wisconsin-Stevens Point is seeking accreditation of a new physical therapist education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on December 1, 2021. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the [professional/technical] phase of the program; therefore, no students may be enrolled in [professional/technical] courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

ADMISSION POLICIES AND PROCEDURES

The DPT program utilizes the [Physical Therapy Centralized Application Service](#) to process admissions to the program.

Current requirements for application and admission are found on the [DPT Program Admissions Requirements](#) page.

At the time of application, students will be required to note that they have read and meet the expectations outlined in the Technical Standards document. This document is also included as Appendix B.

CURRICULUM

The DPT curriculum is offered on a full-time, 12 calendar month schedule. The program is a tracked curriculum and students must successfully complete the prior semester to matriculate in the program. The program is 8 semesters in duration. A copy of the Plan of Study is included as Appendix C.

The curriculum is delivered as a hybrid curriculum with considerable expectation of student preparation outside of class for face-to-face instructional time. The curriculum is a competency based curriculum, meaning that in each academic term, students will have a set of skills that require successful mastery in more than one environment. One goal of this curriculum is to structure time so that students can utilize each other for meaningful learning support outside of class.

The program does not have a part-time option for students. Students who need additional time to master competencies or course content may be required to repeat academic terms. Because courses are ONLY offered in the academic term as described in the Plan of Study, students who require additional time will need to delay graduation.

CHAPTER 3

INFORMATION AND POLICIES FOR CURRENT STUDENTS

This chapter states expectations for students that apply throughout the DPT program. Additional expectations apply for clinical education and are outlined in Chapter 4.

ADVISING

Each student will be assigned an advisor from the pool of core faculty in the UWSP DPT program. The advisor is a key contact on the faculty with whom students can share questions and concerns about academic or clinical performance. The role of the faculty advisor is to mentor students. If needs arise, the faculty member will advise students in any due process claims that may arise.

AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

Students are strongly encouraged to become active members of the American Physical Therapy Association (APTA). Membership aids professional development and provides benefits including discounted access to APTA education resources, professional networking resources, insurance discounts, access to professional publications and journals, reduced fees for attendance at association conferences, and discounts from retail partners.

Student members of the APTA are also members of the Student Assembly, an arm of the APTA devoted to professional development of students. All APTA members belong to a chapter. UWSP students are encouraged to select the Wisconsin chapter even if they intend to practice in another state upon graduation. This allows students to fully participate in professional activities while matriculating at UWSP.

Students who maintain APTA membership through graduation are eligible for substantial discounts on association dues for the first four years of graduation.

Visit the [APTA website](#) for additional information and to join the association:

Use the following links to explore your professional association:

- APTA: www.apta.org
- APTA Wisconsin: www.aptawi.org
- APTA Sections, Academies, and Special Interest Groups
- APTA Student Assembly: www.apta.org/apta-and-you/leadership-and-governance/student-leadership

ATTENDANCE AND TARDINESS

The information in this section applies to the didactic portion of the DPT program. See Chapter 4 for additional information related to clinical education expectations.

The curriculum is designed so that students are learning resources for peers. Therefore, attendance at all face-to-face instruction and synchronous virtual instruction is expected. To optimize learning opportunities and demonstrate respect for others, students are expected to be prepared for and attend all class sessions. Students should be in the classroom or clinic, fully prepared to begin by the time the

class or activity is scheduled. 'Fully prepared' means that the student is in the classroom, has accessed resources needed for the session, and has put away personal belongings.

The UWSP faculty and staff care about student health and wellness. Students who have a short-term illness should not attend class. Students who are ill or experience other circumstances that result in illness or tardiness should call the program office at **715-346-4870** *before* the class begins. The course instructor has discretion to determine if or how missed work may be made up. Students requiring a short-term leave to manage a longer illness or injury should refer to the Temporary Leave policy.

ACADEMIC AND PROFESSIONAL STANDARDS – PROBATION, DISMISSAL, AND APPEALS

This section addresses academic and professional standards related to probation, dismissal, and appeals for courses and learning experiences directly provided by UWSP. See Chapter 4 for additional policies related to clinical education.

Academic standards: Graduates of the UWSP DPT program are uniquely prepared to effectively practice in resource-limited environment and serve a variety of patients. Therefore, it is vital that students master entry-level physical therapist content in all coursework. To achieve this aim students must meet all criteria listed below to maintain good academic standing in the program:

- Semester GPA of 3.00 or higher (not rounded) for each academic term in the program
- Cumulative GPA of 3.00 or higher (not rounded) aggregated across all terms in the program
- Grade of C or better in each individual course
 - Grades of C will not be accepted in more than four courses throughout all semesters of the program.
- Grade of 'Pass' in each individual Pass/Fail course
- Successful completion of all semester lab competencies
- Successful completion of all integrated clinical practice (ICP) activities

Academic standards for laboratory competencies:

To ensure progression through the program, students must successfully complete all semester competencies by the end of the academic term. Competencies are tied to course grades; students who do not complete the competencies may be placed on academic probation, professional probation, or both. During the course of the academic semester, benchmarks or guidelines for competency mastery will be published in course syllabi. **Students are strongly encouraged to follow these guidelines.** Students who are not on pace as established by the guidelines may be asked to meet with their faculty advisor to develop a plan for completion.

Academic probation:

A student who does not meet academic standards may be placed on academic probation. Students on probation will develop a learning contract with assistance from and approval by select faculty. The learning contract may include remedial work and may require that the student enroll in an elective course to better address learning gaps. The student has one semester to remove themselves from academic probation by meeting academic standards and successful completion of the plan specified in the learning contract. Students who fail to remove themselves from probation in the next semester may be dismissed from the program. A student may not go on academic probation more than 3 semester terms in the course of completion of the program.

While on academic probation you cannot carry a graduate assistantship appointment.

Professional standards:

The program expects that students will exhibit professional behaviors and attitudes consistent with the core values identified by the American Physical Therapy Association position statement (HOD P06-19-48-55). Student physical therapists in the UWSP DPT program are expected to always demonstrate the following core values in all situations: accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility.

While on professional probation you cannot carry a graduate assistantship appointment.

Professional probation:

Student physical therapists must not only be proficient in knowledge and technical skills, but also capable of practicing and collaborating in a manner consistent with a high degree of professionalism. A student who does not demonstrate attitudes and behaviors consistent with the core values of the American Physical Therapy Association may be placed on professional probation. Students on professional probation will develop a professional development plan with assistance from and approval by select faculty. The student will be removed from probation upon approval of the faculty and successful execution of the professional development plan.

Suspension (Elective):

Students may ask for a suspension of their program for personal reasons that interfere in the successful matriculation in the program, for example a maternity/paternity leave, a mental health challenge, short-term disability, family emergency that requires a leave of absence, or need to fulfill a military obligation. Students will develop a plan for return with their faculty advisor.

Dismissal:

The faculty of the UWSP DPT program value a student's professional development and seek to mentor students who fail to meet academic and professional standards. When formal and informal mentoring is not effective, a committee of the program's core faculty will be convened to consider a student's dismissal from the program. Dismissal is permanent removal from the program.

Students may be dismissed from the program for a failure to meet the terms of probation or for the first violation of academic or professional standards depending upon the severity of the issue. A committee of at least three core faculty, excluding the program director, will be convened to examine circumstances and recommend dismissal, probation, or an extension of probation.

Students who are dismissed will be informed in two ways – an email sent from the program director to the student's UWSP email address and a written letter mailed to the student's permanent mailing address.

Appealable decisions:

Students may only appeal course grades and decisions to dismiss. Students may not appeal a decision to be placed on academic or professional behavior probation.

Appeal procedure – Course grade:

A student who wishes to appeal a course grade may do so upon the grounds that the faculty member issuing the grade did not fairly assess the student.

- Step 1: Within fourteen days of the incident prompting the appeal, the student shall submit a written appeal to the course instructor. The appeal must describe the unjust assessment, include a specific request for a remedy, and provide rationale for the remedy sought. The faculty member shall provide a written response via email.
- Step 2: If the appeal is not granted, the student may request that a committee of core faculty consider the appeal through a formal hearing. The appeal must be submitted to the program director within three calendar days of receiving the Step 1 decision. The faculty member involved in Step 1 may be present during deliberation but may not vote on the appeal. The student will receive written notification of the Step 2 appeal via email.
- Step 3: If the appeal is not granted, the student may submit a written request for an appeal to the [UWSP Coordinator for Grade Review](#) as specified in the university handbook.

Appeal procedure - Dismissal:

Students wishing to appeal a dismissal decision must email the Program Director with an intent to appeal. The email must be sent within three days of the dismissal notification that was sent to the student's UWSP email address.

The Program Director will schedule an appeal of the dismissal decision with the student and core faculty of the DPT program. The student is able to bring one representative with them to the appeal meeting. The appeal meeting is a closed meeting and may not be video or audio-recorded. The program faculty will hear the appeal and render a decision; the student will be notified of that decision in writing within five (5) business days of the appeal.

If the appeal is not granted, the student may appeal to the Associate Dean of the School of Health Sciences and Wellness within 14 days of the program appeal hearing.

ACADEMIC INTEGRITY

Optimal learning experiences are challenging and provide students with opportunities for growth and, unfortunately, may tempt academic infractions. It is expected that all students maintain the highest level of integrity in the classroom and the clinic. Violations of academic integrity will not be tolerated and may be cause for dismissal from the program.

The purpose of learning assessments (graded work) is to ensure that students are ready to enter clinical practice. Therefore, faculty expect that graded work be completed individually unless expressly stated otherwise. Students are expected to ask faculty for clarification if there is confusion about what may be done collaboratively versus individually.

Other forms of academic misconduct include, but are not limited to:

- Academic misconduct: Acting to improperly benefit oneself or burden another student
 - Select examples: Stealing or concealing library materials or other resources, retaining examinations that are to be returned, sharing questions or answers from examinations

or assignments, intentionally obstructing or interfering with another person's work, falsifying academic documents or records

- Cheating: Attempted use of unauthorized resources of information for a learning activity
 - Select examples: Copying work from another student, allowing a student to copy your work, collaborating on an assessment without authorization, using resources during assessments that are not permitted, using electronic devices to share information during assessments
- Fabrication: Forgery or falsification of information
 - Select examples: Citing information not taken from the source indicated, submitting work with falsified or invented data, submitting work completed in part or in whole by another person, falsifying signatures or documentation
- Plagiarism: Presenting another person's words, ideas, or data as one's own without acknowledging the source
 - Select examples: Borrowing statistics or facts without citing the source, copying another student's answers, failure to acknowledge collaborators on an assignment
- Technological misconduct: Attempted use of accounts or other information for which the student is not authorized
 - Select examples: Attempting to obtain or using login information for another person's accounts, attempt to gain unauthorized access to computers, installing or using unlicensed software and applications, attempting to delete, copy, or change another user's files, providing one's login information to others

BLENDED LEARNING

The UWSP DPT program utilizes blended learning, a form of instruction that incorporates traditional face-to-face interaction with technological tools. Some learning will be delivered in an online format where students have control over the pace at which they interact with content. Additional learning will happen in a classroom or clinics led by an instructor. The two experiences, technology based and face-to-face, complement each other.

Students are expected to complete all reading assignments and technology-based activities prior to attending face-to-face class sessions.

BUILDING RULES

The UWSP DPT program supports student learning by providing access to classrooms and laboratories in hours when the facilities are not scheduled for teaching. Students may access the DPT program classrooms during hours in which the Science Building is unlocked. Building hours vary and students should check with campus safety to confirm building hours.

To maintain cleanliness and protect equipment and facilities, students shall not bring food or beverage into laboratory classrooms except for beverages in spill-resistant containers. Only current DPT students are permitted to access the building after traditional business hours. Students should not prop doors open or allow unauthorized people in the building and classrooms.

Students enrolled in gross anatomy will have access to cadavers and anatomical models outside of class time according to the schedule provided by the course instructor. Students who have previously

enrolled in gross anatomy may request permission to access the anatomy lab by contacting the course instructor.

COMPLAINTS

Students or community members with complaints regarding academic issues, policies, or conflicts should first be addressed by the people directly involved. If a successful resolution is not reached, students may formally complain in writing to the program director. The director, members of the faculty, or both will review the complaint, investigate, and determine an appropriate course of action.

Students or community members who wish to file a formal complaint about the program may contact the Commission on Accreditation of Physical Therapy Education (CAPTE). Additional information about filing formal complaints is provided on the [CAPTE website](#).

COMPUTER AND INTERNET NEEDS

Students are strongly encouraged to purchase a personal laptop for on-campus and off-campus use. The device should be adequate to support web-based instruction. Students are also encouraged to obtain stable, high speed internet service. The university provides [technology recommendations](#) to assist students in selecting a device that meets their needs.

COURSE REGISTRATION

Students must register for courses via accesSPoint by the deadlines specified by the Office of the Registrar. Timely registration ensures that students will have access to course resources and syllabi posted to Canvas, the university learning management platform.

Registration instructions and deadlines can be found at the website of the [Office of the Registrar](#).

CRIMINAL BACKGROUND CHECK

The program will perform a criminal background check upon matriculation. Additional background checks may be required by some clinical sites. Students will receive instructions for registering for the initial background check during orientation.

If student refuses a background check or the process reveals findings that are classified as crimes, the program may not be able to secure educational resources to allow the student to successfully complete the program.

Students are required to immediately notify the program director of any occurrence that may change the findings of the initial criminal background check and an additional background check may be run.

Pursuant to [2017 Wisconsin Act 278](#), beginning August 1, 2018, prior to submitting an application for a credential, an individual may apply to the Department for a determination of whether the individual would be disqualified from obtaining the credential due to his or her conviction record. To apply for a predetermination, please fill out [Form #3085](#) and submit all required documentation specified on the form. Pursuant to [Wis. Stat. § 111.335\(4\)\(e\)](#), the offenses or kinds of offenses that may result in a refusal, bar, or termination of licensure are published under Additional Resources at: <https://dsps.wi.gov/Pages/Professions/PT/Default.aspx>.

DISABILITY SUPPORT SERVICES AND REQUESTS FOR ACCOMODATION

The program and university support academic accommodations that create equal access to educational opportunities unless the accommodations require a substantial change to an essential element of the curriculum. Students with identified learning needs related to a disability must coordinate support services through the [Disability and Assistive Technology Center \(DATC\)](#).

Students in the program should understand that a reasonable accommodation in an academic environment may not be considered a reasonable accommodation in clinical practice. Questions about clinical accommodations should be addressed to the Director of Clinical Education.

DISASTER AND EMERGENCY PLANS

Students shall call 911 from campus phones to report emergencies. Non-emergencies can be addressed by UWSP Police and Security Services who can be reached at (715) 346-3456.

Emergency plans and procedures can be accessed at the UWSP Emergency Management website: www.uwsp.edu/emergency/Pages/emergency-procedures.aspx

Pointer Alerts is an emergency communication system that notifies users of campus emergencies via mobile alerts and email messages. For more information, including registration instructions, visit the Emergency Management web page: www.uwsp.edu/emergency/Pages/pointer-alerts.aspx

DRESS CODE

Professional dress contributes to making a positive first impression on patients, families, and colleagues. The guidelines for professional attire are:

- **Classroom:** Modest, clean clothing is required for classroom activities. Students shall dress in professional attire when guests are present or at an instructor's request.
- **Gross anatomy laboratory:** Students using the gross anatomy laboratory are required to follow specific rules for dress and protective equipment. These rules will be covered by the course instructor.
- **Laboratory:** Students should dress in a manner that allows unrestricted movement and allows others to observe that movement while appropriately covering the body. Students should expect to expose body parts as a component of professional instruction. Modesty and privacy will be maintained for students in lab. consistent with expectations for patients. Females should wear sports bras or halter tops to lab sessions. Both males and females should expect to remove shirts for observation and palpation. Students should wear shorts to lab sessions unless otherwise specified by the instructor.
- **Professional:** Professional dress may be required when guest lecturers or patients are present at classroom or laboratory sessions. Professional dress includes skirts or trousers and a collared shirt or blouse that covers the upper arms. Denim and cargo pants are not appropriate. Clothing must be long enough to prevent skin of the abdomen, back, and buttocks to remain covered even when reaching or bending.
- **Clinic:** Students should follow professional dress guidelines to ensure health, safety, infection control, professional relationships, and environment while optimizing patient care interactions. Additional guidelines may be imposed based upon the specific conditions of a practice

environment. Clinical education sites may have additional rules that shall be followed. See Chapter 4 of this handbook for additional information.

- Jewelry, piercings, and tattoos: All piercings must be studs and cannot interfere with patient interaction. Ear gauges may not be worn and holes where gauges must be worn must be covered. Tattoos that may be perceived as offensive must be covered.
- Nails and hair: Nails must be kept short and clean. Artificial nails are not permitted. Hair, including facial hair, must be secured so that it does not contact patients during provision of therapy services.
- Cosmetics and perfume: Makeup should be modest. Students must use deodorant and are advised to refrain from heavily scented soaps, perfumes, and colognes.
- Shoes: Students must be closed toe with minimal heel height. Clean athletic shoes are appropriate.
- Name tags: The student shall wear the name tag provided by the program when interacting with patients.

ELECTIVE COURSES

The DPT program offers elective courses for a variety of student learning experiences. Students may enroll in elective courses only with the consent for instructor. All elective courses are paid by credit, and will increase the total costs of the DPT program. Students who are developing plans to meet academic performance standards for the program may asked to enroll in elective coursework to provide support for ongoing academic goals.

EMAIL

Students will be assigned a university email address. This email address will be used for official and informal communication. Students are expected to check their university email account regularly so that important information is not missed.

EMERGENCY PROCEDURES

Specific campus emergency procedures are available on the [Emergency Management Website](#) of the University. For all emergencies, **call 9-1-1 from a cell phone** and immediately contact a course instructor or the Program Associate. Information to direct emergency personnel is available in each DPT classroom, near the door. Students are encouraged to sign up for the [Pointer Alert System](#) which is an emergency communication alert system that allows students and staff to be notified in the event of a campus emergency.

FERPA

UWSP is committed to the protection and confidentiality of student educational records, adhering closely to guidelines established by the Family Educational Rights and Privacy Act (FERPA), a federal law established to regulate access and maintenance of student educational records.

According to FERPA, college students are considered responsible adults and can determine who will receive information about them. The easiest way for parents to obtain information about their student's grades, financial statements, or other information is to request it directly from the student.

FERPA allows students withhold 'directory information' by completing a formal request through the UWSP Office of the Registrar. Check the FERPA information page or contact the Office of the Registrar for a complete list of 'directory information' and the most recent information on FERPA.

UWSP FERPA website: www.uwsp.edu/regrec/Pages/ferpa.aspx

UWSP Office of the Registrar website: www.uwsp.edu/regrec/Pages/default.aspx

UWSP Office of the Registrar email: registrar@uwsp.edu

FOOD AND BEVERAGE IN THE CLASSROOM

Food and beverage consumption can be distracting, unsanitary, and damage surfaces and equipment in classrooms and laboratory spaces. Therefore, food and beverage consumption is discouraged during lectures and discussions. Food and beverages may not be consumed during laboratory sessions except for water in covered containers. Food and beverage of any kind is not permitted in the gross anatomy laboratory.

GRADING GUIDELINES

Traditional courses: Unless designated as a 'pass/fail' course, all UWSP DPT courses will publish grading guidelines in the syllabus for that course. If not otherwise stated in the course syllabus, the following grading scale will be used.

A	100-93%	B+	87-89.9%	C+	77-79.9%	D+	67-69.9%
A-	90-92.9%	B	83-86.9%	C	73-86.9%	D	63-66.9%
		B-	80-82.9%	C-	70-82.9%	D-	60-62.9%

Pass/Fail Courses:

Courses that are designated as 'pass/fail' will report grades as follows. Grades earned in 'pass/fail' courses are not included in calculating grade point average (GPA).

P	Course passed; credit earned	F	Course failed; credit not earned
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Incomplete grades:

A grade of incomplete (I) is earned when a student's work in a course is not finished and the student had obtained permission from the primary course instructor. Incomplete grades are awarded only when a student has experienced extraordinary circumstances, has obtained permission from the course instructor, and the student has done satisfactory work in a substantial portion for the course prior to the grading deadline.

The student is responsible for initiating a request for an incomplete grade prior to the end of the semester in which the course is taken. If a student wishes to receive an incomplete grade in more than one course that student must submit a request to each instructor for each course. To request an incomplete grade, complete the UWSP DPT 'Request for Incomplete Grade' form (See Program Forms).

The decision to grant or deny a request for an incomplete course grade is made by the primary instructor for each course in which a request has been made. Instructors may grant the request or deny a request and assign the student the letter grade earned based upon the work completed at the time the grade is submitted.

If the request for an incomplete grade is approved, the course instructor will inform the student of conditions for removal of the incomplete, including timelines for submitting work. If the conditions or deadlines are not met, the student will earn a grade of F.

GRADUATE ASSISTANT EMPLOYMENT

The School of Health Science and Wellness offers several graduate assistant employment positions. Graduate assistants receive a semester stipend and are expected to work 10 hours each week during the regular semester.

Students must complete an employment application to be considered for a position. Graduate assistantship positions are awarded for a single academic year. Graduate assistants may apply for an additional one-year appointment, but employment is not guaranteed.

GRADUATION REQUIREMENTS

Students must apply for graduation one semester prior to the final semester in the program. The graduation application can be found on the web page for the UWSP Office of the Registrar ([LINK FOR THIS PENDING](#)). To be eligible for graduation students must have completed the following:

- Be in academic good standing with the program (a student on academic probation is not eligible for graduation)
- Passing grade on DPT 960 and 961

After applying for graduation any communication regarding degree requirements will be sent to your UWSP email address. It is important to check your UWSP email even if you've completed your coursework. If issues arise that delay or prevent graduation including payment of fees or fines, or if your degree is not approved, you will be notified via email.

GUIDELINES FOR PROVISION OF PHYSICAL THERAPY BY FACULTY, STAFF AND STUDENTS

Care by faculty and clinical staff:

Faculty and lab assistants are not permitted to provide physical therapy services to students, their family members, or other acquaintances. Students who need physical therapy will be referred to a local provider.

Care by students:

Student physical therapists are not licensed providers and shall not represent themselves as such or provide care that is not properly supervised by faculty, clinical staff, or clinical instructors. (*See also: Physical Therapist Practice*)

HAZARDOUS MATERIALS POLICY:

UWSP has a hazardous waste management program that includes storage, accumulation, disposal and transportation of all hazardous waste as well as training and assistance as needed. For complete information refer to UWSP Risk Management. The primary hazardous material exposure in the DPT

program is associated with the possibility of a bloodborne pathogen exposure. University precautions (i.e., Standard Precautions policy) are part of best practices to minimize risk of exposure. Because the program does not have planned learning experiences that knowingly expose students to bloodborne pathogens or are high risk of exposure to bloodborne pathogens, exposure risk is incidental arising from the practices associated with provision of physical therapy services.

Students are encouraged to review the epidemiology, transmissivity and vaccine recommendations for vaccination including HIV, HBV available on the Risk Management, Blood Borne Pathogen website. Vaccinations are not required as part of the DPT program.

Every classroom has biohazard disposal including sharps disposal and should be used according to university standards. In the event of an exposure, the student should treat all blood as infectious, and contact the Program Associate, Instructor, or Program Director to have areas cleaned by trained personnel.

The Anatomy lab has specific policies in place to manage exposure to pathogens due to contact with donor tissue. Those policies are part of the learning experience associated with that lab.

HEALTH AND SAFETY RISKS

Student physical therapists will closely interact with patients and classmates during role playing activities. Students may be exposed to pathogens and should minimize risk of disease transmission by following universal precautions, frequently washing hands, using appropriate personal protective equipment, and attending to one's own health and wellness.

Student physical therapists will perform patient transfers, interventions, and examination techniques that may require moderate physical exertion. Students should minimize these risks by using correct body mechanics, assistive equipment when appropriate and available, and informing instructors, colleagues, or clinical supervisors if they have a medical condition that could be exacerbated or induce injury during activity.

HIPAA AND PROTECTING PATIENT RIGHTS

All students are required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act (HIPAA). This will be completed during DPT 760: Integrated Clinical Practice I, taken in the first semester of the program. In addition, the student may be required to complete HIPAA training at their assigned clinical site as part of the orientation process.

The student must protect patient confidentiality and is not to discuss the patient/patient condition outside the clinical setting. Patients may be discussed with classmates and faculty for educational purposes only; however, all patient identifiers must be removed and reasonable effort must be exercised to protect the confidentiality of the information shared.

HEALTH AND WELLNESS

The program cares about student health and wellness and seeks to support them in keeping up with program demands and caring for themselves when they are unwell. Students who miss classes due to illness are at risk of falling behind in course content and may require faculty assistance to meet learning goals. Therefore, students who miss three or more consecutive days due to illness are to contact the

course instructors of missed courses as soon as possible, preferably during the absence, to develop a plan for making up missed work. A student who misses three or more consecutive days should meet with their academic advisor to assure they are able to progress on track.

Students who require an extended leave should apply for a temporary leave of absence from the program. See the section titled 'Temporary Leave' for additional information.

INCLEMENT WEATHER

Students are notified of university-wide weather-related closings via the [university website](#), campus email, and Pointer Alerts. Students may also call the campus information number at (715) 346-0123.

If the university closes for inclement weather, off-campus integrated clinical practice (ICP) courses are also cancelled.

Every effort will be made by program faculty to prevent students from missing content due to weather-related cancellations. Students are expected to check email and Canvas at least 15 minutes prior to the scheduled start of each class time for instructions about accessing virtual classrooms. To facilitate a smooth transition to virtual learning, students should have updated versions of Microsoft Teams and Zoom installed on their personal devices.

Students are responsible to determine if travel to campus is safe. If a student deems it unsafe to travel when classes are in session the student shall email the course instructor before class is scheduled to begin. If time and resources permit, the instructor may attempt to record class or allow a student to join remotely, however this is not guaranteed. If an exam was administered during the missed class session, the student will need to request a make-up exam from the instructor. The request may or may not be granted. If granted, an alternate version of the exam, including an alternate format, may be chosen at the discretion of the instructor.

INSURANCE (HEALTH AND LIABILITY)

Students must always have individual health insurance coverage while enrolled in the program. UWSP does not provide health insurance. Student members of APTA may be eligible to purchase a private plan through a third-party. Information can be accessed by logging into the [APTA website](#) and navigating to the 'Member Benefits' section.

Students are required to carry personal liability insurance during each semester in which they are enrolled in the program. See Chapter 4, Clinical Education, for additional information.

LICENSURE APPLICATION

Graduation from the UWSP DPT program does not imply that a graduate is eligible to practice physical therapy or identify himself or herself as a physical therapist. Each state has unique licensing requirements, and it is the responsibility of the student or graduate to obtain information, apply for licensure, and provide the licensing agency with supporting documents.

All states require that students or recent graduates successfully pass the board examination administered by the Federation of State Boards of Physical Therapy (FSBPT) as a condition of licensure. Students are expected to create an account and register for the examination at the FSBPT website in the third year of the UWSP DPT program.

Students and recent graduate who intend to practice in Wisconsin should apply for licensure through the Wisconsin Department of Safety & Professional Services.

Additional information:

FSBPT: www.fsbpt.org

State of Wisconsin: www.dsp.wi.gov/pages/Professions/PT/Default.aspx

NONDISCRIMINATION STATEMENT

It is the policy of the University of Wisconsin-Stevens Point to foster an environment of respect for the dignity and worth of all students, employees, and guests of the university; Provide an environment which is conducive to the free and open exchange of ideas; and strive to eliminate bias, prejudice, discrimination, and harassment in all forms and manifestations.

Discrimination based on an individual's age, race, color, religion, sex, gender identity or expression, national origin, ancestry, marital status, pregnancy, parental status, sexual orientation, disability, political affiliation, arrest or conviction record, membership in the National Guard, state defense force or any other reserve component of the military forces of the United States or this state, or other protected class status is demeaning to all students, employees, and guests; impairs the process of education; and violates individual rights.

OUTSIDE EMPLOYMENT AND OBLIGATIONS

The program recognizes the importance of balancing school obligations with outside activities including family obligations, employment, and volunteer work. When conflicts between the program and outside activities arise, students shall prioritize their obligation to the program to ensure that the long-term benefits of a physical therapy education are not compromised.

PERSONAL HEALTH INFORMATION AND INFORMED CONSENT

In certain circumstances it is necessary for course instructors to know if students have health conditions that prevent full participation in learning activities. Students should discuss these needs with the course instructor and review if the student should be requesting accommodations for their learning needs.

As part of the physical therapy curriculum, student peers will often role play the position of the "patient" in a therapist-patient interaction. To assure safety of the learning experience, students may need to share some personal health information with the student peer and course instructor. All personal health information is treated as confidential and not to be shared outside of the learning experience. Where fabricated information does not impact the safety of the learning experience, students are not required to disclose personal health information in the lab environment.

PHYSICAL THERAPIST PRACTICE

Students in the program are professionals in training. They should identify themselves appropriately and are not permitted to practice physical therapy without a license.

A student should use the title 'Student Physical Therapist' (SPT) when introducing themselves in a professional capacity. To prevent patients and the public from being confused, students who are licensed or certified in another profession, (physical therapist assistant, athletic trainer, personal trainer,

massage therapist, etc.), should not identify as student physical therapists unless they are engaging in physical therapy services arranged by the program.

Student physical therapists are not licensed to practice physical therapy and may only provide physical therapy when it is part of course and properly supervised. Students should not provide physical therapy, including exercise prescription, to friends, family members, classmates, or others.

MILITARY SERVICE

UWSP and the DPT program values veterans and those who serve in the military and care about the academic success and emotional health of those who have served our nation. Both veterans and those in service are encouraged to contact the [UWSP Veteran Services](#) for information about program and resources to optimize their experiences.

As stated in the UWSP catalog, students shall not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. Students are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade.

Students who are called to active duty shall contact the Program Director immediately and follow the military call-up instructions found on the [Veteran Services web page](#).

RETENTION AND PROGRESSION

Students automatically progress through the DPT program when they are in good academic standing, good professional behavior standing, and successfully complete the required semester competencies.

Students require an affirmative vote by the majority of the core faculty prior to engaging in full-time clinical internships in Semesters 7 and 8. The decision to advance will be based upon, but not limited to, student's standing (probationary or good standing) and earning status of advanced intermediate on all clinical competencies.

SOCIAL MEDIA

Because social media presence is an aspect of professional identity, violations of professional standards identified via social media will be addressed by the program. Social media posts are not private and have potential to be misunderstood by a large audience. Students are to think of their online reputation, use common, sense and be aware of privacy issues when using social media.

- Students are responsible for everything they post. Content should be respectful and free of offensive images and language.
- Students shall not share course content on social media. Course content includes, but is not limited to, lecture handouts, class recordings, assignments, and exam questions.
- Students shall not share course assessment information including, but not limited to, case studies used for assessment and oral examination questions.

- Privacy of patients and others must be respected. Violating HIPPA guidelines by posting information or images of patients or families could result in legal action against the student, failure of a clinical rotation, or failure of an academic course.
- Students should never reference patients, clinical sites, or clinical instructors even when they've masked the identities of their subjects.

STANDARD PRECAUTIONS

Standard Precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in healthcare settings. Standard Precautions apply to all client interactions, real and simulated, and in all student lab type interactions regardless of diagnosis or presumed infection status. Handwashing is the primary means of stopping pathogen transmission and the 'clean in/clean out' rule applies in all classroom and laboratory situations including lab check offs. Students must wash hands when changing lab partners within a lab setting.

TECHNICAL STANDARDS

The DPT program Technical Standards document is available on the [DPT website](#) and attached as Appendix B. During the program, if students have reason to believe their ability to meet the Technical Standards has changed, they should meet with their academic advisor. Students must remain able to meet the Technical Standards during the professional program.

TEMPORARY LEAVE

A student who wishes to temporarily withdraw from the program shall request leave in writing to the Program Director (see also: Suspension of Program).

Upon returning to the program, students must fulfill any curricular changes or other requirements instituted when leave was taken. If a student is approved for leave while on probation, the terms and conditions of probation will be in effect when the student returns. If a student returns with a disability, he or she should notify the program director and request reasonable accommodations as described in the section, 'Disability and Support Services Requests of Accommodation.'

If the student was granted a suspension of program for health reasons or pregnancy, the student must provide documentation that the student is able to meet the Technical Standards requirements of the program upon return. The returning student must be prepared to fulfill academic responsibilities of the program and assume responsibility for the safety and welfare of patients.

TIME LIMIT TO DEGREE COMPLETION

Students must complete the degree within seven years of the first day of matriculation.

TRANSPORTATION

Students must have reliable transportation to learning experiences on and off the UWSP campus. Most off-campus learning experiences will not be accessible by public transportation. Students are not reimbursed for transportation expenses even when a learning experience is scheduled off-campus.

Students with private vehicles who wish to park on campus lots must purchase a parking pass from [UWSP Parking Services](#).

WITHDRAWAL FROM COURSES/DROPPING COURSES

Due to the nature of the curriculum, students are expected to enroll in all courses within an academic term, and withdrawal from a course is discouraged. Withdrawal from a course will prevent a student from matriculating into the successive semester. Students facing extraordinary circumstances should contact the Program Director to discuss options.

In the event that a student does drop or withdraw from a course, the timelines specified by the Office of the Registrar will be followed for procedure and grade reporting. Likewise, refunds for dropped or withdrawn courses will follow rules specified by Student Financial Services. See each website for current policies. Add/Drop Schedules are published by the [Office of the Registrar](#).

Course grades: www.uwsp.edu/regrec/Pages/Reporting-Grades.aspx

Refunds: www.uwsp.edu/SFS/Pages/Cancellations-Drops-and-Withdrawals.aspx

WITHDRAWAL FROM PROGRAM

Students may withdraw from the program by submitting written notification to the Program Director. Withdrawal is permanent. Students who withdraw may only return if they apply for admission and complete the entire program with a new cohort. Any student considering withdrawal is encouraged to meet with program faculty prior to making a final decision.

CHAPTER 4

CLINICAL EDUCATION POLICIES

This chapter provides additional information and policies specific to clinical education. Clinical education includes both integrated clinical practice (ICP) courses and full-time, semester-long clinical education placements.

OVERVIEW

Clinical education is a fundamental component of the DPT curriculum at the University of Wisconsin Stevens Point (UWSP). The UWSP DPT program is dedicated to providing quality clinical education opportunities that meet the programs mission and vision of preparing students to become primary care entry level practitioners able to function in a wide variety of settings but in particular to meet the needs of rural communities.

The last two semesters of the program will be focused on full-time clinical internships. The coursework completed during the first six semesters of the program will prepare students with the traditional knowledge base for their clinical internships. In addition, the combined semester lab experiences and competencies will aid in the acquisition of critical thinking skills in a holistic approach to the delivery of care.

The Integrated Clinical Practice (ICP) sequence which is part of each of the first six semesters, will allow students to explore and develop the interpersonal skills, professional ethics, cultural awareness, and resilience through weekly exposure and participation in clinical practice. Students will demonstrate competence in all of these areas prior to participating in the full-time clinical experiences during the final two semesters.

The Program requires that students complete **one inpatient** and **one outpatient** full-time experience, and **at least one** of those experiences needs to be in a setting which serves rural communities. UWSP has developed clinical partnerships with local health systems and the professional community, and as a result many students will have the opportunity to complete full-time clinical experiences within 100 miles of Stevens Point. There will be a limited number of specific learning opportunities for clinical experiences outside of the local vicinity. Additionally, students seeking specialty practice opportunities can work with the DCE to plan an elective placement experience that meets the needs of the student, clinic site and program.

Although effort will be made to accommodate student wishes and needs, all student placement decisions will be made by the DCE. Students are expected to meet the requirements for participation in clinical activity on a full-time basis during clinical internships. During an internship, students will have the opportunity to practice newly acquired skills, refine their ability to function as a professional in a variety of settings, and learn from clinical instructors (CIs). Students will be assigned to a clinical instructor (CI) at each facility and the students' clinical performance will be assessed using the APTA Clinical Performance Instrument (CPI). Students will have additional responsibility to complete coursework assigned by the DCE (such as a reflective journal of clinical experiences), or complete projects assigned by the CI or clinical facility (such as an in-service). Considering input from the CI and clinical site, as well as coursework performance, the DCE determines the course grade. The DCE is available to provide guidance, counsel, and assistance as needed to both the Clinical Instructor and the

student. The DCE monitors student performance throughout the clinical through a variety of electronic communication methods as well as in-person site visits. The following sections will describe the clinical education program in much greater detail.

INTEGRATED CLINICAL PRACTICE SEQUENCE

The integrated clinical practice (ICP) course sequence (DPT 760, DPT 761, DPT 762, DPT 860, DPT 861, & DPT 862) is a common thread throughout the didactic curriculum. The integrated clinical practice (ICP) experiences at UWSP will be assigned as 'Lab Sections' and student physical therapists will rotate through organized experiences during the six didactic semesters. Core faculty will determine student preparedness to move into the next ICP experience. The ICP experiences are designed to develop universal clinical practice skills in a 'real world environment' with intentional opportunities for reflection, peer assessment, and critical thinking. The experiences will include learning opportunities and content in the following areas:

- Public Health & Community Health Promotion
- Community Adult Neuro & Orthopedic practice with patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care
- Digital & Telehealth Management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care
- University Health Center Practice with patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care
- Involvement in clinic practice management
- Interprofessional practice
- Direction and supervision of the physical therapy personnel
- Rural care practice experiences

CLINICAL INTERNSHIPS

DPT 960: Clinical Internship I (Summer)

This course will incorporate prior didactic and integrated clinical practice curriculum into a full-time placement in a clinical practice setting. This course will place students under the supervision of a clinical instructor (CI) in a fulltime physical therapy practice setting. Students will take an active role in managing caseloads and directing care under the supervision and direction of the CI. Please see the section on 'Clinical Site Assignment' for specific rules, guidelines, and expectations for the site assignment process.

Teaching Methods: Instruction will primarily be one to one mentoring and teaching by the clinical instructor, but will also include independent learning, course assignments and peer discussion/ review. This course will require weekly peer interaction regarding clinical experiences with populations representative of those seen across the lifespan and with conditions typically seen by physical therapists.

Course Learning Outcomes: Course learning outcomes will utilize the *Clinical Performance Instrument (CPI)* to measure performance (Please see *Doctor of Physical Therapy Student Handbook: Appendix D* for a copy of the CPI and detailed descriptors for each core content area)

1. Demonstrate “Entry Level” performance with CPI indicators (Red Flag):*
 - a. Safety (CPI-1)
 - b. Professional Behavior (CPI-2)
 - c. Accountability (CPI-3)
 - d. Communication (CPI-4)
 - e. Cultural Competence (CPI-5)
 - f. Clinical Reasoning (CPI-7)
2. Demonstrate “Advanced Intermediate” performance with CPI indicators:
 - a. Professional Development (CPI-6)
 - b. Screening (CPI-8)
 - c. Examination (CPI-9)
 - d. Evaluation (CPI-10)
 - e. Diagnosis/Prognosis (CPI-11)
 - f. Plan of Care (CPI-12)
 - g. Procedural Intervention (CPI-13)
 - h. Educational Interventions (CPI-14)
 - i. Documentation (CPI-15)
 - j. Outcomes Assessment (CPI- 16)
 - k. Financial Resources (CPI-17)
 - l. Direction and supervision of Personnel (CPI-18)

**Please note student performance is expected to achieve ‘entry level’ performance in each of the CPI Indicator areas during one of the terminal clinical internships (DPT 960 & DPT 961). Based on the clinic site placement and rotation schedule students may satisfy the ‘entry-level’ requirement during either clinical internship. The DCE and the program with input from the CI will make final determination of clinical readiness and satisfactory performance.*

DPT 961: Clinical Internship II (Fall)

This course will incorporate prior didactic and integrated clinical practice curriculum into a full-time placement in a clinical practice setting. This course will place students under the supervision of a clinical instructor (CI) in a fulltime physical therapy practice setting. Students will take an active role in managing caseloads and directing care under the supervision and direction of the CI. Please see the section on ‘Clinical Site Assignment’ for specific rules, guidelines, and expectations for the site assignment process.

Teaching Methods: Instruction will primarily be one to one mentoring and teaching by the clinical instructor, but will also include independent learning, course assignments and peer discussion/ review. This course will require weekly peer interaction regarding clinical experiences with populations representative of those seen across the lifespan and with conditions typically seen by physical therapists.

Course Learning Outcomes: Course learning outcomes will utilize the *Clinical Performance Instrument (CPI)* to measure performance (Please see *Doctor of Physical Therapy Student Handbook: Appendix D* for a copy of the CPI and detailed descriptors for each core content area)

1. Demonstrate “Entry Level” performance with CPI indicators:*

- a. Safety (CPI-1)
- b. Professional Behavior (CPI-2)
- c. Accountability (CPI-3)
- d. Communication (CPI-4)
- e. Cultural Competence (CPI-5)
- f. Professional Development (CPI-6)
- g. Clinical Reasoning (CPI-7)
- h. Screening (CPI-8)
- i. Examination (CPI-9)
- j. Evaluation (CPI-10)
- k. Diagnosis/Prognosis (CPI-11)
- l. Plan of Care (CPI-12)
- m. Procedural Intervention (CPI-13)
- n. Educational Interventions (CPI-14)
- o. Documentation (CPI-15)
- p. Outcomes Assessment (CPI- 16)
- q. Financial Resources (CPI-17)
- r. Direction and supervision of Personnel (CPI-18)

**Please note student performance is expected to achieve ‘entry level’ performance in each of the CPI Indicator areas during one of the terminal clinical internships (DPT 960 & DPT 961). Based on the clinic site placement and rotation schedule students may satisfy the ‘entry-level’ requirement during either clinical internship. The DCE and the program with input from the CI will make final determination of clinical readiness and satisfactory performance.*

DPT 763/863/963 Physical Therapy Elective

This course is an advanced elective for Doctor of Physical Therapy students intended to supplement their graduate education in an area of focused study. The course credit hours, design, and learning outcomes will be established between the student and course instructor as part of an established learning contract prior to enrollment in the course. Course credit (1-6) will be dependent on the scope of the proposed project and specific learning outcomes. Students seeking specialty practice placements in addition to the required full-time clinical Internships I & II can work with the DCE to establish an elective placement learning opportunity. These elective clinical experiences will require significant commitment from the student and will result in additional work, costs, and travel based on the structure of the elective. In order to create the most rewarding experience, students interested in these unique opportunities are encouraged to meet with the DCE as early as possible to discuss timelines, course parameters, and specific area of clinical interest.

Teaching Methods: Instruction methods will vary based on the learning outcomes and learning contract established between the student and course instructor prior to enrollment in the course. Instruction may include: one to one mentoring by a clinical instructor or faculty, participating in faculty research

activities, independent learning experiences, completing reflective course assignments, and demonstrating didactic content mastery.

Course Learning Outcomes: Course learning outcomes will be established between the student and course instructor as part of an established learning contract prior to enrollment in the course.

CLINICAL EDUCATION REQUIREMENTS

ICP Course Requirements:

Students will need to demonstrate appropriate safety and progress with knowledge skills and abilities as determined by the core faculty to progress through each semester of the ICP sequence during the didactic portion of the program.

Clinical Internship Requirements:

At the conclusion of the didactic portion of the program, core faculty will determine student readiness to progress to full-time clinical education. In addition to clinical readiness students will also be required to complete criminal and caregiver background checks, health assurances, liability coverage, and specified trainings in order to participate in clinical education.

In May 2011, the Joint Commission announced new standards for onboarding students, volunteers and contractors for all healthcare systems. These placements require the above groups to attain the same health and background clearances as their paid employees. These onboarding processes include vaccination screenings, criminal background checks, orientation sessions, validation of educational level and licensure, acquiring health insurance and professional liability insurance. [All JCAHO health systems](#) follow these requirements and non-Joint Commission approved organizations may follow some variation of the above requirements.

At UWSP, we must ensure that School of Health Sciences and Wellness students having contact with patients/clients or community persons as a part of an educational activity will not transmit disease, will have adequate protections in case of an accident or injury, and provide the safest care possible for other individuals. Therefore, UWSP has developed procedures to ensure that these goals are met. The purpose of these student learner onboarding requirements is to uphold best practices (JCAHO) and state and other accrediting body requirements surrounding individuals in any healthcare setting-including community- based settings.

To ensure the safety of students participating in clinical education and the clients they will be seeing, the Doctor of Physical Therapy Program will require the following assurances of **all students** (see exemptions section below) prior to entering the program and maintain those assurances throughout the program:

Criminal Background Check

- ☐ Complete prescribed State and Federal Criminal Background Checks (Viewpoint Screening)
- ☐ Students with a concern related to Criminal Background and/or Caregiver history will be encouraged to seek insight from the Wisconsin Physical Therapist Examining Board with regard to licensing eligibility

Health & Immunizations

- ☐ Physical exam

- ☐ A negative tuberculosis (TB, or PPD) skin test from within the past year; if the skin test is positive, then a negative chest x-ray is required.
 - Annual updates are the minimum requirement, and some clinical sites may require a two-step TB test, and/or a negative TB test within the past 3-6 months
- ☐ Immunizations (OR titers, which document immunity) for:
 - Varicella, 2 vaccinations (chicken pox)
 - Measles (2 MMR vaccinations)
 - Mumps (2 MMR vaccinations)
 - Rubella (2 MMR vaccinations)
- ☐ Hepatitis B immunization series (3 immunizations) and titer (proof of immunity)
- ☐ A Tdap (tetanus, diphtheria, and pertussis/whooping cough) booster from within the past 5 years.

Training & Certifications

- ☐ Annual criminal and caregiver background checks
- ☐ HIPAA training (annual training required) if applicable
- ☐ CPR (Basic Life Support or BLS) certification
- ☐ Bloodborne pathogen training/universal precautions training (annual training required) if applicable
- ☐ Child abuse recognition training

Health Insurance

- ☐ Continuous health insurance throughout the program; this is required by many off-campus sites. Depending on the status of health insurance legislation at the federal level, it could potentially be more difficult to obtain health insurance during the later years of your program if you have not been continuously covered. Therefore, it is required that you maintain continuous health insurance coverage throughout your Health program.

Professional Liability

- ☐ Professional liability insurance with minimum coverage of \$1,000,000 per occurrence/\$3,000,000 aggregate.

Additional Requirements Based Placement Location

- ☐ Influenza vaccine
- ☐ Covid-19 Vaccine
- ☐ Drug screening test

Additional Requirements Based on Location:

Placement sites have the authority to establish any specific requirements for student participation at their site. Students are required to comply with all UWSP and placement site requirements in order to participate. Even if you are an employee at the site, it is mandatory that you meet all university and placement site requirements.

Evidence of Immunization & Compliance Information:

Students are responsible for uploading appropriate documents to *Viewpoint*, the assurances tracking database. Please utilize Canvas resources for detailed instructions and short tutorial videos on accessing *Viewpoint*. Please request assistance if you are having difficulty.

Exemptions:

If a student participant believes they qualify for an exemption to any of these requirements, the student should discuss this with the Director of Clinical Education. The program is not responsible for delayed clinical placement or graduation due to a qualifying exemption. Based on the specific circumstances, a qualifying exemption may make clinical placement difficult or impossible and could prevent successful completion of the program.

CLINICAL EDUCATION SITE ASSIGNMENT

The full-time clinical education placements at UWSP are designed to provide experiences for each student that encompass the following key areas:

- Management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care
- Practice in settings representative of those in which physical therapy is commonly practiced
- Involvement in interprofessional practice
- Direction and supervision of the physical therapist assistant and other physical therapy personnel
- Rural care practice experiences

Students are required to complete **one full-time clinical placement in an inpatient setting, and one full-time clinical experience in an outpatient setting**. Each clinical placement site will be identified prior to site selection as inpatient or outpatient based on the patient characteristics and practice setting. A list of placement sites will be provided 6-9 months prior to each full-time clinical experience, and students will have the opportunity to list preferred placement locations. Students should note the following:

- All students will be required to complete at least one of the full-time clinical experiences in what the UWSP Physical Therapy Program defines as serving a rural population. This may mean that the facility is in a rural-adjacent community that does not meet the definition of 'rural', but who serves a primary rural community.
- Effort will be made to honor preferences when possible, however the final assignment for placements is the responsibility of the DCE, who will analyze the clinical location, personality of the CI and student, type of experience, and patient population when making a decision.
- Students may need to travel outside of the Stevens Point area (see section on Travel and Transportation) for one or both of their full-time clinical experiences, and will be responsible for any costs associated with travel and housing etc. The DCE will work with individual students to make reasonable accommodations, but the quality of the clinical education experience will remain the priority
- Students interested in setting up a clinical education experience are encouraged to meet with the DCE to discuss well in advance of the desired placement (at least 12 months). Following the conversation with the DCE students can complete the Clinical Site Request Form (see Program Forms) and submit it to the DCE for consideration. The DCE will make a decision to pursue an

affiliation agreement based on: the quality of the clinic site, the clinic site fit with the program curriculum, and whether or not the proposed clinic site is interested in establishing a relationship. EXPRESSING INTEREST IN ESTABLISHING A NEW CLINIC SITE AGREEMENT DOES NOT GUARANTEE A SITE WILL BE ADDED AND STUDENTS ARE ENCOURAGED TO PLAN FOR SUITABLE ALTERNATIVES

STUDENT CLINICAL EDUCATION GUIDELINES

Travel and Transportation

Students are responsible for travel to placement sites. Although some sites are within an hour of the Stevens Point area, other locations will involve commuting an hour or more (one way) from Stevens Point. Students are responsible for providing their own reliable transportation to all assigned placement sites and any costs associated with that travel. Although effort will be made to find suitable placements, there is no guarantee that you will acquire a placement site close to your home residence.

The University is not responsible for incidents and accidents related to student travel. It is the student's responsibility to attend all placement experiences, and in the event of transportation issues (car trouble, inclement weather, etc.) it is the student's responsibility to make suitable arrangements with their Clinical Instructor (CI) (adjust hours, make-up time, etc.). If a suitable arrangement between the student and Clinical Instructor (CI) cannot be achieved the Director of Clinical Education (DCE) should be contacted.

Professionalism

Credibility as a professional is influenced by appearance and conduct, and the following professional behavior is expected of all students:

- Adhere to all facility policy & procedures and professional code of ethics.
- Follow all the facility's safety issues/infection control policies.
- Take responsibility for completing tasks in a timely fashion and adhere to the site's schedule.
- Use of **ANY** personal electronic devices during clinical experiences is **STRICTLY PROHIBITED** unless previously cleared with your Clinical Instructor (CI). At all times, you are to silence your personal devices and keep them out of view. Use of any personal device without permission during clinical experiences is a direct violation of professional behavior and not accepted during this course.
- Use of your personal device (phone, tablet, computer) to access the Internet for learning resources is acceptable with the consent of your Clinical Instructor (CI). It is important to refrain from checking email, instant messaging or accessing social media unless it is directly related to clinical learning and approved by the Clinical Instructor (CI).

Appearance and Practices

Students are expected to follow the dress code of their placement site, and to maintain their appearance in a manner fitting of professionals providing services to the public. Although a student's physical appearance may have no relationship to the quality of service they provide, a client's perception of quality and professionalism is an important part of developing a therapeutic relationship and thus service delivery.

Students in any placement setting must adhere to safe practices to decrease the spread of microbes and stay healthy. Examples include:

- Good hand washing practices and taking care of nails and skin;
- Wearing the appropriate PPE;
- Avoiding wearing jewelry that can interfere with service delivery;
- Keeping hair short or pulled back and facial hair short and clean;
- Regular showering practices and not using soaps or products that are heavily fragranced;
- Proper coughing and sneezing techniques

Communication with your Clinical Instructor (CI)

Ask your Clinical Instructor (CI) what mode of communication they would prefer for routine interactions and in case you need to contact them with any urgent matters. Agree ahead of time on an appropriate timeframe and mode of communication if you need to report an absence. Also communicate with your Clinical Instructor (CI) ahead of time about their expectations for you during inclement weather. Although you are expected to make a reasonable effort to report to your placement site when possible; you are not expected to jeopardize your health or safety. Students will be expected to resolve any missed time during the placement experience to the satisfaction of the Director of Clinical Education (DCE). If extenuating circumstances cause a student to miss a significant portion of time, or the student and Clinical Instructor (CI) cannot resolve the missed time please contact the Director of Clinical Education (DCE).

RESPONSIBILITIES FOR STUDENTS, CLINICAL INSTRUCTOR (CI) AND DIRECTOR OF CLINICAL EDUCATION (DCE) IN THE PLACEMENT EXPERIENCE

Student Responsibilities

1. Participate responsibly for the hours in the placement experiences available at the site.
2. Use the course objectives as a guideline for the learning experiences.
3. Be present on time at the placement site on the assigned days. If a date change is needed, make sure this is communicated early with the Clinical Instructor (CI) and approved.
4. Work under the supervision of the assigned Clinical Instructor (CI) at all times.
5. Present yourself professionally at all times. Follow the dress code of the unit per their policy and communicate professionally at all times.
6. Complete all required placement documents as well as clinical evaluations as scheduled.
7. Provide feedback to the Director of Clinical Education (DCE) regarding the clinical experience and notify of any concerns immediately.

Clinical Instructor (CI) Responsibilities

1. Participate in the learning needs of the students
2. Communicate with the Director of Clinical Education (DCE) as necessary regarding the performance of the students.
3. Function as a professional role model in the designated placement area for the student and provide a climate of learning and acceptance.
4. Provide appropriate (direct, on-site, general) supervision of the student.
5. Review and verify all student hours logged on the placement hours tracking form (as required).

6. Assist student to increase proficiency in previously learned skills and activities.
7. Review student performance with the Director of Clinical Education (DCE) at the end of the experience using evaluation form provided (as required).
8. Do not count the student toward staffing numbers.
9. Assist the student in acquiring opportunities at the placement site for attainment of course objectives.

Director of Clinical Education (DCE) Responsibilities

1. Responsible for the overall coordination of the students' learning experience; evaluation of the student achieving the course objectives and the course grade.
2. Provide ongoing assistance and guidance to the student.
3. Assist and collaborate with the Clinical Instructor (CI) and student by:
 - a. Helping to identify learning experiences needed for the individual student.
 - b. Maintaining open communication with Clinical Instructor (CI) to discuss student progress.
 - c. Being available by email or phone for consultation.

PHYSICAL THERAPIST CLINICAL EDUCATION GLOSSARY

This glossary of terms was sourced from the [ACAPT Common Terminology Panel](#) and was developed after a review of the physical therapy literature, extensive discussion and debate by the ACAPT Common Terminology Panel, and engagement of key stakeholders within the physical therapy clinical education community.

CLINICAL EDUCATION INFRASTRUCTURE

Clinical Education: A formal supervised experiential learning, focused on development and application of patient/client-centered skills and professional behaviors. It is designed so that students gain substantial, relevant clinical experience and skills, engage in contemporary practice, and demonstrate competence before beginning independent practice.

Clinical Education Agreement: A formal and legally binding agreement that is negotiated between academic institutions and clinical education sites or individual providers of clinical education that specifies each party's roles, responsibilities, and liabilities relating to student clinical education.

Clinical Education Curriculum: The portion of a physical therapy education program that includes all part-time and full-time clinical education experiences as well as the supportive preparatory and administrative components.

Clinical Education Experience: Experiences that allow students to apply and attain professional knowledge, skills, and behaviors within a variety of environments. Experiences include those of short and long duration (e.g., part-time, fulltime), provide a variety of learning opportunities, and include physical therapy services for patients/clients across the lifespan and practice settings. While the emphasis is on the development of patient/client physical therapy skills, experiences may also include inter-professional experiences and non-patient/client service delivery such as research, teaching, supervision, and administration. Clinical education experiences are a part of the professional curriculum and include formal student assessment.

Collaborative Clinical Education Model: A clinical education experience in which two (or more) physical therapist students are assigned to one (or more) preceptor/clinical instructor(s). The students work

cooperatively under the preceptor/clinical instructor(s). Examples include 2:1, 2:2, 3:1, etc. student to preceptor/clinical instructor ratio. Students may be from the same or different programs and may be at the same or different levels of training.

Didactic Curriculum: The component of the physical therapist professional education program that is comprised of the content, instruction, learning experiences, and assessment directed by the academic faculty.

Fellowship: A post-professional planned learning experience in a focused advanced area of practice. Similar to the medical model, a fellowship is a structured educational experience (both didactic and clinical) for physical therapists which combines opportunities for ongoing mentoring with a theoretical basis for advanced practice and scientific inquiry in a defined area of subspecialization beyond that of a defined specialty area of practice. A fellowship candidate has either completed a residency program in a related specialty area or is a board-certified specialist in the related area of specialty. Fellowship training is not appropriate for new physical therapy graduates.

Full-time Clinical Education Experience: A clinical education experience in which a student is engaged for a minimum of 35 hours per week. Full-time clinical education experiences designated to achieve the minimum number of weeks set forth by CAPTE are directed by a physical therapist clinical instructor. An *integrated clinical education experience* may be a full-time clinical education experience.

First full-time clinical education experience: The first clinical education experience designated to achieve the minimum number of weeks set forth by CAPTE in which a student engages for a minimum of 35 hours per week.

Intermediate full-time clinical education experience: A clinical education experience designated to achieve the minimum number of weeks set forth by CAPTE in which a student engages for a minimum of 35 hours per week and returns to the academic program for further completion of the didactic curriculum.

Terminal full-time clinical education experience: A single, or set of, full-time clinical education experience(s) designated to achieve the minimum number of weeks set forth by CAPTE that occurs after the student has completed the didactic curriculum of a physical therapist professional education program. Students may return to the academic program for didactic instruction that does not require additional clinical education experiences. The expected outcome of the final, or last terminal experience is entry-level performance.

Integrated Clinical Education (ICE): Integrated clinical education is a curriculum design model whereby clinical education experiences are purposively organized within a curriculum. In physical therapist education, these experiences are obtained through the exploration of authentic physical therapist roles, responsibilities and values that occur prior to the terminal full time clinical education experiences. Integrated experiences are coordinated by the academic program and are driven by learning objectives that are aligned with didactic content delivery across the curricular continuum. These experiences allow students to attain professional behaviors, knowledge and/or skills within a variety of environments. The supervised experiences also allow for exposure and acquisition across all domains of learning and include student performance assessment. For integrated clinical education experiences to qualify towards the minimum number of full-time clinical education weeks required by accreditation (CAPTE)

standards, it must be full time and supervised by a physical therapist within a physical therapy workplace environment or practice setting.

International Clinical Education Experiences: A student educational opportunity outside of the country in which the physical therapist education program is situated, for which the student obtains clinical education credit. [Note: The abbreviation ICE should not be used to describe an international clinical education experience.]

Internship: A terminal full-time clinical education experience that provides recompense to participants in accordance with federal labor laws under the Fair Labor Standards Act.

Learning Experience: Any experience which allows or facilitates a change in attitude or behavior. A planned learning experience includes a learner, an objective for the learner, a situation devised to produce a response that contributes to the objective, a response by the student, and reinforcement to encourage the desired response.³

Part-time Clinical Education Experience: A clinical education experience in which a student engages in clinical education for less than 35 hours per week. Part-time experiences vary in length. A part-time clinical education experience may be considered an integrated clinical education experience depending on the design of the experience and the learning objectives.

Physical Therapist Professional Education Program: Education comprised of didactic and clinical education designed to assure that students acquire the professional knowledge, skills, and behaviors required for entry-level physical therapist practice.

Physical Therapist Post-professional Education Program: Degree and non-degree based professional development for the physical therapist to enhance professional knowledge, skills, and abilities beyond entry level. Examples include, but are not limited to, continuing education courses, post-professional doctoral education programs, certificate programs, residencies, and fellowships.

Residency A post-professional planned learning experience in a focused area of practice. Similar to the medical model, a residency program is a structured educational experience (both didactic and clinical) for physical therapists following entry-level education and licensure that is designed to significantly advance the physical therapist's knowledge, skills, and attributes in a specific area of practice (i.e. Cardiovascular/Pulmonary, Faculty, Orthopedics, Sports, Pediatrics, etc). It combines opportunities for ongoing mentoring, with a theoretical basis for advanced practice and scientific inquiry based on a Description of Specialty Practice (see definition), Description of Residency Practice (see definition), or valid analysis of practice/comprehensive needs assessment for that specific area of practice. When board certification exists through ABPTS for that specialty, the residency training prepares the physical therapist to pass the certification examination following graduation. A residency candidate must be licensed as a physical therapist in the State where the program is located/clinical training will occur prior to entry into the program. Neither "residency" nor "fellowship" is synonymous with the terms "internship."

CLINICAL EDUCATION SITES

Clinical Education Site: A health service delivery agency or other setting in which clinical education experiences are provided for physical therapist students. The clinical education site may be, but is not limited to, a hospital, agency, clinic, office, school, or home and is affiliated with the educational program(s) through a contractual agreement.

Clinical Education Environment: The physical space(s), and/or the structures, policies, procedures, and culture, within the clinical education site.

CLINICAL EDUCATION STAKEHOLDERS

Academic Faculty: Educators and scholars within the academic institution dedicated to preparing students with the skills and aptitudes needed to practice physical therapy.

Academic Institution: University or college through which an academic degree is granted.

Clinical Education Consortia: National and regional groups that include academic and clinical education faculty for the purpose of sharing resources, ideas, and efforts.

Clinical Education Faculty: The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either Site Coordinators of Clinical Education (SCCEs), preceptors, or clinical Instructors. While the academic institution does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services.

Clinical Instructor (CI): The physical therapist responsible for the physical therapist student and for directly instructing, guiding, supervising, and formally assessing the student during the clinical education experience. When engaged in full-time clinical education designated to meet the minimum number of weeks required by CAPTE, the clinical instructor must be a licensed physical therapist with a minimum of one year of full time (or equivalent) post-licensure clinical experience.

Director of Clinical Education (DCE): Academic faculty member who is responsible for planning, directing and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development.

Physical Therapist Student: Student enrolled in a CAPTE-accredited or approved developing physical therapist professional education program. Students should not be referred to as a physical therapy student.

Preceptor: An individual who provides short-term specialized instruction, guidance, and supervision for the physical therapist student during a clinical education experience. This individual may or may not be a physical therapist as permitted by law.

Site Coordinator of Clinical Education (SCCE): A professional who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience. In addition, this person determines the readiness of persons to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information to academic programs.

CLINICAL EDUCATION ASSESSMENT

Clinical Performance Assessment: Formal and informal processes designed to appraise physical therapist student performance during clinical education experiences. Assessment may be formative or summative in nature and performed for the purposes of providing feedback, improving learning, revising learning experiences, and determining successful attainment of student performance expectations during clinical education experiences.

Clinical Performance Evaluation Tool: A valid, reliable, and multidimensional clinical performance assessment tool utilized to determine if, and how well, a student meets established objectives during clinical education experiences.

Entry-level Physical Therapist Clinical Performance: Performance that demonstrates knowledge, skills, and behaviors consistent with effective, efficient, and safe patient/client management to achieve optimal outcomes.

Supervision: Guidance and direction provided to a physical therapist student by the preceptor or clinical instructor. This varies based on the complexity of the patient/client or environment; jurisdiction and payer rules and regulations; and abilities of the physical therapist student.

APPENDICES

[Appendix A: Org Chart](#)

[Appendix B: DPT Technical Standards Document](#)

[Appendix C: Plan of Study](#)

[Appendix D: Clinical Performance Instrument \(copy for student reference\)](#)

[Appendix E: PTSE V.2010](#)

[Appendix F: Clinical Affiliation Agreement \(blank\)](#)

PROGRAM FORMS

[Request for incomplete grade](#)

[Clinical site request](#)

[Request to Modify the Student Handbook](#)

[Acknowledgement of Receipt of Handbook](#)

[Release of Photographs, Video, and Audio Recordings](#)