

# DOCTOR OF PHYSICAL THERAPY STUDENT HANDBOOK

2022 - 2023



UNIVERSITY OF TENNESSEE  
CHATTANOOGA  
**Physical Therapy**

July 1, 2022

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## **Vision, Mission, and Values**

### **University of Tennessee at Chattanooga (UTC)**

Vision: We Engage Students, Inspire Change and Enrich Community.

Mission: The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff; embracing diversity and inclusion; inspiring positive change; and enriching and sustaining our community.

Values:

- Students are the primary reason we exist as an institution.
- We live integrity, civility and honesty.
- We relentlessly pursue excellence.
- We embrace diversity and inclusion.
- Creativity, inquiry and scholarship are our culture.

Core Goals

- Transform lives through meaningful learning experiences
- Inspire, nurture and empower scholarship, creativity, discovery, innovation and entrepreneurial initiatives
- Ensure stewardship of resources through strategic alignment and investments
- Embrace diversity and inclusion as a path to excellence and societal change

### ***College of Health, Education & Professional Studies (CHEPS)***

Vision: Faculty and staff in the College of Health, Education and Professional Studies work collaboratively to connect high quality student learning to the unique research and service opportunities of a metropolitan university.

Mission: The College of Health, Education and Professional Studies prepares liberally educated, technologically efficient scholars and practitioners for life in a global society. The College is committed to:

- Enhancing the bodies of knowledge in each of its disciplines
- Promoting the values and ethics of a truth-seeking, caring community
- Serving diverse populations by providing family and social service experts, health and lifestyle professionals, leaders, and teachers for the 21st century

### **Department of Physical Therapy**

#### **Vision**

We aspire to optimize the health and wellbeing of individuals and society by transforming the physical therapy profession through education, advocacy, research, and service.

#### **Mission**

Through education, advocacy, research, and service, the Department of Physical Therapy facilitates the development of professional leaders who provide high-quality, holistic, evidence-informed physical therapy to individuals and society.

#### **Core Values**

The Department of Physical Therapy is committed to:

- engaging with honesty and integrity;
- providing a diverse student population high quality educational experiences for mastering entry-level

physical therapist practice;

- enhancing the educational experience with research, technology, laboratory, and clinical experiences;
- developing and teaching a curriculum that is foundationally strong and contemporary;
- expanding the body of knowledge in physical therapy through research and other scholarly activities;
- providing services for the University, College, the profession of physical therapy and the community at-large; and
- graduating competent, engaged physical therapists as evidenced by
  - service as clinical instructors,
  - service and leadership to the profession, and
  - achievement of advanced certifications

### **2020-2025 Strategic Objectives**

1. Optimize the program's didactic and clinical activities, professional development, and community engagement experiences.
2. Effectively deliver a competitive, high-quality DPT education in an evolving educational environment.
3. Effectively deliver a competitive, high-quality DPT education in an evolving healthcare environment.
4. Expand the PT Department's scholarly resources and productivity.

## **Important Documents**

### ***UTC Student Handbook***

The UTC Doctor of Physical Therapy Program follows the policies and procedures as communicated in the UTC Student Handbook unless otherwise specified within this handbook. The UTC Student Handbook:

<https://www.utc.edu/enrollment-management-and-student-affairs/dean-of-students/student-handbook>

### ***UTC Graduate Catalog***

The UTC Doctor of Physical Therapy Program follows the policies and procedures as communicated in the UTC Graduate Catalog unless otherwise specified within this handbook. The UTC Graduate Catalog:

<https://catalog.utc.edu/index.php?catoid=39>



## **Philosophy for UTC Graduate Physical Therapy Education**

Physical therapists are movement system experts who engage in the diagnosis and management of movement dysfunction and enhancement of physical and functional abilities; restoration, maintenance, and promotion of optimal physical function, optimal fitness and wellness, and optimal quality of life as it relates to movement and health; and prevention of the onset, symptoms, and progression of impairments of body structures and functions, activity limitations, and participation restrictions that may result from diseases, disorders, conditions, or injuries.

Physical therapist entry-level education prepares graduates for roles in primary, secondary and tertiary care, and health promotion, wellness, and fitness. The UTC DPT Program prepares graduates to perform the five elements of patient/client management: examination, evaluation, diagnosis, prognosis, and intervention, as well as consultation, education, critical inquiry, and administration. Graduates are prepared to work with patients/clients across the lifespan, in a broad range of facilities including hospitals, outpatient clinics, rehabilitation and skilled nursing facilities, patients'/clients' homes, schools, industrial environments, and fitness centers.

The pursuit of excellence is a guiding precept for the UTC Doctor of Physical Therapy Program (DPT). The program faculty expect DPT graduate students to fully participate in all educational experiences as active, reflective, engaged, and self-directed adult learners, as well as program evaluation.

Learning is a dynamic process in which the teacher is a facilitator. The program faculty serve as mentors for students and guide them toward development of their highest level of competence. Program faculty participate in administration, education, research, service, and community activities in fulfilling their responsibilities to students, the university, the local community, and the profession. Participation in the educational process means not only that faculty use sound principles and techniques in the execution of classroom teaching but also that they maintain professional contemporary competence through advanced graduate studies, clinical practice, continuing education, and independent learning.

The UTC DPT curriculum is continually evaluated and updated/revised as needed so that students enter the profession as caring, thinking, analytical and questioning individuals who can function in health care systems with sound theoretical and knowledge foundations. A wide range of teaching and learning strategies are employed to prepare graduates to enter healthcare environments with the necessary skills to make responsible decisions.

Research and knowledge translation from lab to patient care are important to the continued development of the physical therapy profession. The program faculty work to contribute to the profession's body of knowledge. In addition, the faculty are committed to providing students with the necessary skills to participate in research efforts and act as strong consumers of disseminated research in their future employment settings.

Community service and leadership in professional and local service organizations, are highly valued. These activities serve to enhance the image of physical therapy while strengthening the community at large. Community service is also an integral component of the mission of our university and college.

# **DPT Program Description**

## **Curricular Goals**

To produce the physical therapist who:

- is a primary health care provider prepared for professional practice in a variety of settings.
- practices in an ethical, legal, safe, and caring manner.
- will skillfully teach and communicate in the spoken and written word.
- will use problem-solving skills to gather data, identify problems and choose among alternatives for a successful resolution for all people, with respect and an appreciation for individual differences.
- has an ability to interpret and apply research findings and generate clinical questions in a desire to pursue inquiry.
- will apply concepts and principles of management of physical therapy to individuals, organizations, and communities.
- is committed to physical therapy as a profession, to the advancement of the profession, and to continued personal growth and life-long learning.
- is an advocate for clients and patients and is dedicated to being part of a community and committed to addressing community and societal needs.

## **Curricular Objectives**

The performance of a successful graduate in this program includes:

- effective expressive (written, verbal and nonverbal) and receptive communication.
- sensitivity to individual and cultural differences when engaged in physical therapy practice.
- commitment to the profession of physical therapy (through membership and service) with recognition of the profession's social responsibility to individuals, organizations, and society.
- appropriate professional behavior in all interactions.
- efficient, effective, and ethical clinical decision-making skills, to include clinical reasoning, clinical judgment, critical thinking and critical inquiry.
- knowledge of and adherence to all legal practice standards (federal, state, jurisdiction, and fiscal and institutional regulations).
- effective leadership and management skills.
- knowledge of past and current relevant theory within physical therapy and across other appropriate professions.
- knowledge of the foundational and clinical sciences relevant to the practice of physical therapy.
- knowledge of practice-related foundational and clinical science research with appropriate clinical application.
- mastery of entry-level physical therapist clinical skills to include examination, review of systems, evaluation, diagnosis, prognosis, intervention, reexamination, education, outcomes, primary and secondary prevention, and consultation.

## **Curricular Themes**

- Clinical science content is integrated with foundational science content
- Evidence-based practice is emphasized across the curriculum culminating in a research activity
- Case studies are utilized across the curriculum with culminating capstone case report course
- The patient/client management modeled is applied through all systems (musculoskeletal, neuromuscular, cardiovascular and pulmonary, integumentary, endocrine and metabolic, immune, gastrointestinal, genital and reproductive, hematologic, lymphatic, and renal and urologic) in clinical management courses
- Service learning is incorporated throughout the curriculum
- Clinical education is scheduled by conditions/systems in coordination with clinical science and management content

## DPT Program Outcomes

### Primary Outcomes:

1. UTC DPT program will have a two-year average graduation rate at or above 92%.
2. UTC DPT program students/graduates will have two-year average ultimate National Physical Therapy Exam (NPTE) pass rates at or above 92%.
3. UTC DPT program graduates will have a two-year average employment rate (within 1-year of graduation for those actively seeking employment) at or above 95%.

### UTC DPT Students:

4. Only students with confirmation of entry-level performance on all 18-items of the American Physical Therapy Association's (APTA) Physical Therapist Clinical Performance Instrument (PT CPI) will graduate from UTC with the Doctor of Physical Therapy degree.
5. 92% of 3<sup>rd</sup> year DPT students will voluntarily engage in a professional development educational opportunity beyond the UTC DPT Program prior to graduation.
6. 92% of UTC DPT students will voluntarily engage in at least one service, research, advocacy, and/or APTA or APTA Tennessee meeting prior to their graduation.

### UTC DPT Graduates:

7. 75% of UTC DPT graduates will report engaging in professional leadership roles in administration, advocacy, education, research, or community or professional service on the Alumni Survey.
8. 30% of UTC DPT graduates will report APTA membership on the Alumni Survey (national average = 22.7%; APTA 2019).
9. 50% of UTC PT graduates will report the achievement of an advanced certification on the Alumni Survey.
10. 0% of recent (2-year analysis window) UTC DPT graduates will have a history of disciplinary action on their license.

### DPT Faculty:

11. 90% of program core faculty will annually engage in professional service through leadership and/or advocacy at the local, state, regional, national, and/or international levels OR university service at the college, campus, or system levels.
12. 100% of program core faculty will be members of the APTA.
13. 100% of program core and associated faculty will engage in at least one professional physical therapy or educational teaching/learning development activity/year (conference, continuing education workshop, etc.)
14. 100% of program core faculty will contribute to annual scholarship productivity, achieving a collective minimum of 10 peer-reviewed presentations and 7 peer-reviewed articles published.

### Department:

15. The department will sponsor and host the APTA Credentialed Clinical Instructor Program at least 1x/year.
16. The department will annually co-sponsor and host the PT Forum with Chattanooga State's PTA Program.
17. The department will engage in the provision of pro-bono physical therapy care through the financial sponsorship, coordination, and staffing of the University Health System's Physical Therapy Pro-Bono Clinic.
18. The program will annually assess and strive curricular excellence in evidence-informed physical therapy delivery.
19. The program will annually assess and strive for curricular excellence in leadership development.
20. The program will annually assess and strive for curricular excellence in professionalism development.

Primary graduate program outcomes for the program, including graduation rates, National Physical Therapist Examination (NPTE) pass rates, and new graduate employment rates are posted on the department's website ([www.utc.edu/pt](http://www.utc.edu/pt)).

# DPT Curriculum

## 1<sup>st</sup> Year DPT Program\*\*

### FALL SEMESTER

PHYT 7111	Introduction to Patient/Client Management	2 hrs.
PHYT 7113	Professional Communication and Education	2 hrs.
PHYT 7114	Evidence in Practice	2 hrs.
PHYT 7115	Musculoskeletal Examination	2 hrs.
PHYT 7116	Human Gross Anatomy	6 hrs.
PHYT 7210	Kinesiology and Applications of Exercise	3 hrs.
<b>Fall Semester Total</b>		<b>17 hours</b>

### SPRING SEMESTER

PHYT 7070	Therapeutic Exercise	3 hrs.
PHYT 7122	Neuroscience	5 hrs.
PHYT 7123	Physical Agents	2 hrs.
PHYT 7124	Pathology of Musculoskeletal System	3 hrs.
PHYT 7125	PT Management of Musculoskeletal Disorders of the Lower Extremity	3 hrs.
PHYT 7126	PT Management of Musculoskeletal Disorders of the Upper Extremity	3 hrs.
<b>Spring Semester Total</b>		<b>19 hours</b>

### SUMMER SEMESTER

PHYT 7131	PT Management of Musculoskeletal Disorders of the Spine	4 hrs.
PHYT 7132	Electrotherapeutic Modalities	2 hrs.
PHYT 7133	Clinical Education I	4 hrs.
<b>Summer Semester Total</b>		<b>10 hours</b>

**Total Year 1 - 46 hours**

## 2<sup>nd</sup> Year DPT Program\*\*

### FALL SEMESTER

PHYT 7212	Critical Inquiry	3 hrs.
PHYT 7213	PT Management of Medical/Surgical Conditions I	2 hrs.
PHYT 7222	PT Management of Medical/Surgical Conditions II	3 hrs.
PHYT 7233	Clinical Applications	1 hr.
PHYT 7234	Developing a Case Report	1 hr.
PHYT 7215	PT Management of Patients/Clients with Neurologic Dysfunction I	4 hrs.
PHYT 7216	Human Growth and Development Across the Lifespan	3 hrs.
<b>Fall Semester Total</b>		<b>17 hours</b>

### SPRING SEMESTER

PHYT 7211	PT Management of Cardiopulmonary Dysfunction	4 hrs.
PHYT 7221	Psychosocial Aspects of Disability	2 hrs.
PHYT 7223	PT Management of Adults and Elders with Neurologic Dysfunction II	4 hrs.
PHYT 7244	PT Management of Infants, Children and Adolescents with Neurologic Dysfunction III	4 hrs.
PHYT 7225	PT Management of Medical/Surgical Conditions II	3 hrs.
PHYT 7226	Research Investigation	2 hrs.
<b>Spring Semester Total</b>		<b>19 hours</b>

### SUMMER SEMESTER

PHYT 7231	Clinical Education II	4 hrs.
PHYT 7232	Clinical Education III	5 hrs.
<b>Summer Semester Total</b>		<b>9 hours</b>

**Total Year 2 - 45 hours**

### 3<sup>rd</sup> Year DPT Program\*\*

#### FALL SEMESTER

PHYT 7303	Advanced Clinical Orthopedics	3 hrs.
PHYT 7311	Administration in PT	3 hrs.
PHYT 7312	Movement Disorders	2 hrs.
PHYT 7313	Differential Diagnosis in PT	2 hrs.
PHYT 7315	Applied Patient/Client Management	2 hrs.
PHYT 7316	Licensure Preparation I	1 hr.
	<i>ELECTIVES*</i>	6 hrs.
<b>Fall Semester Total</b>		<b>19 hrs.</b>

*\*Elective course offerings vary from year to year and may include these and/or other UTC graduate-level courses as approved by the PT collective core faculty:*

PHYT 7302 *Advanced Clinical Practice: Geriatric Neurorehabilitation (3hrs.)*  
 PHYT 7304 *Advanced Neurorehabilitation Management Principles for Children with Movement Disorders (3 hrs.)*  
 PHYT 7305 *Advanced Manual Therapy (3 hrs.)*  
 PHYT 7306 *Advanced Sports Physical Therapy (3 hrs.)*  
 PHYT 7660 *Advanced Clinically Oriented Anatomy (3 hrs.)*  
 PHYT 7450 *Physical Therapy in the Public Health Arena (3 hrs.)*  
 PHYT 7997 *Pain Science and Chronic Pain Management (3 hrs.)*

#### SPRING SEMESTER

PHYT 7332	Clinical Education IV	9 hrs.
PHYT 7333	Licensure Preparation II	1 hr.
<b>Spring Semester Total</b>		<b>10 hrs.</b>

**Total Year 3 - 29 hours**

#### **TOTAL DPT PROGRAM HOURS**

**120 hrs.**

\*\*COVID-19 has required curricular and/or course delivery sequence adaptation in academic years 2019-20 and 2020-21 for the DPT Classes of 2021, 2022 and 2023. No adjustments were made in academic year 2021-22. In the 2022-23 academic year, additional adjustments may be required. In all such cases, the course objectives and standards do not change; all such changes are consistent with CAPTE COVID-19 guidance. If courses are moved between semesters or academic years, they are only done so following thorough careful consideration by the DPT collective core faculty and with the approval of the UTC Graduate School. Such changes may include formal change in the sequence of courses within a cohort's Program of Study, which is documented at the Graduate School.

## **Commission on Accreditation in Physical Therapy Education (CAPTE)**

The Doctor of Physical Therapy Program at UTC is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

### **Contact Information**

If you have a concern about the accreditation status of the program or wish to express a concern about the accreditation process and/or have a complaint about the UTC DPT Program, you are encouraged to contact CAPTE at <http://www.capteonline.org/Complaints/>.

## **American Physical Therapy Association (APTA) and APTA Tennessee (APTA-TN)**

The APTA is the national association for the physical therapy profession. It has ~100,000 members. APTA-TN is the Tennessee chapter of the association. As a student in the UTC DPT Program, your annual APTA and APTA Tennessee memberships are paid through differential tuition. Member benefits include:

- Access to professional publications
- Professional conference registration at student-membership rates
- Opportunity to engage in all levels of policy making and development for the profession
- Opportunity to learn more about what it means to be a healthcare professional
- Opportunities in networking and mentoring

### **APTA Guidelines for Student and Employer Contracts**

Because many physical therapy students undergo financial hardship during their years of study and because some physical therapy practices are in need of physical therapists, some practices offer financial assistance to physical therapy students for a promise of future employment. Most often these arrangements are mutually beneficial but on occasion the student later discovers that the agreement is less than satisfactory. Students, at the time of entering into these agreements, are typically unaware of all the legal ramifications involved and all of the consideration that should go into seeking a first job. These guidelines represent the interests of both the employer and the student and can be provided to schools for distribution to students.

1. Notification by the employer if the place of employment may be in an isolated area or as a solo practitioner such that the new graduate will not have ready access to mentoring and regular collegial relationships or any resource for professional growth and development.
2. Disclosure by the employer of ownership of the practice.
3. Notification by the employer to the student if the practice is involved in any situation in which a referring practitioner can profit as a result of referring patients for physical therapy and notification that the APTA is opposed to such situations.
4. Student awareness of any potential future tax obligations that may be incurred upon graduation as the result of deferred income.
5. The agreement must not, in any way, interfere with the process and planning of the student's professional education.
6. It should be understood that the school is not a party to the agreement and is not bound to any conditions of the agreement.
7. There should be a clearly delineated, fair and reasonable buy out provision in which the student understands the legal commitment to pay back the stipend with reasonable interest in the event that there is dissatisfaction or reason for release from the contract on the student's part at any time during the term of the agreement.
8. A no penalty bailout provision should be provided in the event of change of ownership, but the student may be required to adhere to a reasonable payback schedule.
9. Avoidance of non-compete clauses is recommended but if there is one, a reasonable limitation of time and distance should be incorporated.

A student's interests may best be served by obtaining legal counsel prior to signing the contract.

## **American Council of Academic Physical Therapy (ACAPT)**

The American Council of Academic Physical Therapy (ACAPT) is a not-for-profit association dedicated to excellence in physical therapist education programs. The UTC DPT Program is an ACAPT member institution. Faculty and students are eligible for individual membership as a part of the institution's membership at no additional cost.

The program has adopted the ACAPT's recommendations and resources for student readiness for 1<sup>st</sup> clinical education experience, leadership (Leadership Compass), and participates in its' National PT Student Honor Society. See <https://acapt.org/> for more information.

## Department Directory

### Street Address

Mapp Building  
410 East 8<sup>th</sup> Street  
Chattanooga, TN 37403

### Mailing Address

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Physical Therapy, Dept 3253  
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Chattanooga, TN 37403

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### Staff

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### Core Faculty

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Assistant Professor of Practice  
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Email: [Stephanie-Eton@utc.edu](mailto:Stephanie-Eton@utc.edu)

Education: BS, University of Central Florida  
DPT, University of South Florida

PT Faculty Residency, Nova Southeastern University  
Board Certified Specialist in Geriatric Physical Therapy

Primary Teaching Area(s): Medical/Surgical Conditions, Neurorehabilitation, Geriatrics, Applied Patient/Client Management, Clinical Applications



Nancy Fell, PT, PhD, NCS Emeritus

Guerry Professor; UC Foundation Professor; Department Head

Office: 203H Mapp Building

W: (423) 425-2240

Email: [Nancy-Fell@utc.edu](mailto:Nancy-Fell@utc.edu)

Education: BS, St. Louis University School of Medicine

MHS, Washington University, St. Louis, Missouri

PhD, University of Tennessee at Knoxville (Motor Control and Motor Behavior)

Board Certified Specialist in Neurologic Physical Therapy; Emeritus 2015

Primary Teaching Area(s): Neuroscience, Medical/Surgical Conditions

Matthew Grubb, PT, DPT, MS, FAAOMPT, ATC, CSCS, Cert. SMT, Cert. DN

Assistant Professor of Practice

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Email: [Matthew-Grubb@utc.edu](mailto:Matthew-Grubb@utc.edu)

Education: BS, University of Tennessee, Knoxville

MS, University of Tennessee, Knoxville

DPT, University of Tennessee, Chattanooga

FAAOMPT, The American Academy of Orthopaedic Manual Physical Therapists

Certified Athletic Trainer

Primary Teaching Area(s): Musculoskeletal Examination, Manual Therapy, Orthopedics

June Hanks, PT, PhD, DPT, CLT

Associate Professor

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Email: [June-Hanks@utc.edu](mailto:June-Hanks@utc.edu)

Education: BS, Tennessee Temple University

MS, University of Alabama at Birmingham

PhD, University of Tennessee at Knoxville

DPT, University of Tennessee at Chattanooga

Certified Lymphedema Therapist

Primary Teaching Area(s): Human Gross Anatomy, Medical/Surgical Conditions, Cardiopulmonary, Lymphedema and Wound Management

Max Jordon, PT, DPT, PhD

Assistant Professor

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W: (423) 425-5710

Email: [Max-Jordan@utc.edu](mailto:Max-Jordan@utc.edu)

Education: BS, University of Texas of the Permian Basin, Odessa, Texas

DPT, University of South Carolina

PhD, University of South Carolina (Rehabilitation Science)

Primary Teaching Area(s): Kinesiology, Orthopedics, Musculoskeletal Pathology, Movement Disorders

David Levine, PT, PhD, DPT, OCS Emeritus, CCRP, FAPTA

UC Foundation Professor; Cline Chair of Excellence in Physical Therapy; Adjunct Associate Professor, UTK; Adjunct Professor, North Carolina State University

Office: 203G Mapp Building

W: (423) 425-5240

Email: [David-Levine@utc.edu](mailto:David-Levine@utc.edu)

Education: BS, University of New England

MS, Boston University, Sargent College of Allied Health Professions

PhD, University of Tennessee-Knoxville

DPT, University of Tennessee at Chattanooga

Board Certified Specialist in Orthopaedic Physical Therapy; Emeritus 2021

Primary Teaching Area(s): Physical Agents, Electrotherapeutic Modalities, Evidence-Based Practice, Research, Veterinary Physical Therapy

Derek Liuzzo, PT, DPT, PhD

Assistant Professor

Office: 210 Mapp Building

W: (423) 425-4024

Email: [Derek-Liuzzo@utc.edu](mailto:Derek-Liuzzo@utc.edu)

Education: BS, University of South Carolina

DPT, University of South Carolina

PhD, University of South Carolina

Primary Teaching Area(s): Adult Neurorehabilitation, Geriatrics, Administration

Betsy Myers, PT, DHSC, OCS, CLT

UC Foundation Associate Professor

Office: 203B Mapp Building

W: (423) 425-2687

Email: [Betsy-Myers@utc.edu](mailto:Betsy-Myers@utc.edu)

Education: BA, Northwestern University

MPT, Northwestern University

MHSc, University of Indianapolis

DHSc, University of Indianapolis

Board Certified Specialist in Orthopaedic Physical Therapy

Certified Lymphedema Therapist

Primary Teaching Area(s): Therapeutic Exercise, Orthopedics, Sports, Lymphedema and Wound Management, Differential Diagnosis

Carolyn Padalino, PT, DPT, CEEAA

Director of Clinical Education; Assistant Professor of Practice

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Email: [Carolyn-Padalino@utc.edu](mailto:Carolyn-Padalino@utc.edu)

Education: BS, University of Tennessee at Chattanooga

DPT, University of Tennessee at Chattanooga

Certified Exercise Expert for the Aging Adult

Primary Teaching Area(s): Introduction to Patient/Client Management – Foundational Clinical Skills, Psychosocial Aspects of Disability, Clinical Education

Frank Tudini, PT, DSc, OCS Emeritus

Associate Professor

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Education: MSPT, Daemen College

DSc PT, Andrews University

FAAOMPT, The American Academy of Orthopaedic Manual Physical Therapists

Board Certified Specialist in Orthopaedic Physical Therapy; Emeritus 2022

Primary Teaching Area(s): Professional Communication and Education, Therapeutic Exercise, Orthopedics, Manual Therapy, Clinical Reasoning

## **Associated / Adjunct Faculty**

Alexis Bennett, PT, DPT (acute care)

Email: [Alexis.Bennett@Erlanger.org](mailto:Alexis.Bennett@Erlanger.org)

Rachel Grubb, PT, DPT, FAAOMPT (manual therapy)

Email: [Rachel-Grubb@utc.edu](mailto:Rachel-Grubb@utc.edu)

Jessica Hackathorne, OTR/L, PhD (anatomy, neuroscience, musculoskeletal examination)

Email: [Jessica-Hackathorne@utc.edu](mailto:Jessica-Hackathorne@utc.edu)

Susan McDonald, OTR/L, EdD (administration)

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Erin Melhorn, OTR/L, OTD (musculoskeletal examination, physical agents)

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Ashley Schilling, PT, DPT, PCS (lead faculty, pediatrics)

Email: [Ashley-Schilling@utc.edu](mailto:Ashley-Schilling@utc.edu)

Cathie Smith, PT, PhD, PCS (undergraduate healthcare ethics and medical terminology)

Professor Emeritus

Email: [Cathie-Smith@utc.edu](mailto:Cathie-Smith@utc.edu)

Grace Stanford, OTR/L, OTD (anatomy, electrotherapeutic modalities)

Email: [Grace-Stanford@utc.edu](mailto:Grace-Stanford@utc.edu)

## **Associated / Lab Faculty**

Elizabeth Baker, PT, MSPT

Rachel Grubb, PT, DPT, FAAOMPT

Marcie Hansen, PT

Shelia Knight, PTA

## **Associated / Guest Instructors**

Elaine Adams, CTRS  
Ellen Argo, PT, MS, PCS, C/NDT  
Elizabeth Baker, PT  
Marcela Beals, SLP  
Kyle Binkley, PT, DPT, GCS  
Jeremy Bruce, MD  
Dan Carlson  
Lynette Carlson, ATC, DHS  
Bryan Clary, PT, DPT, SCS, COMT, CSCS  
Jessica Crowe, OTD, OTR/L  
Elicia Cruz, OTD, OTR/L  
Ronnie Dickson, CPO  
Cathy Dorville, MS, JD  
Jessica Etheredge, MID, ASID, IDEC, NCIDQ  
Andy Foster, OTR/L, ATP  
Kilbrey Fowler, PT, MEd, PCS  
Patty Galyon, PTA  
Andy Gean, PT, DPT, OCS, COMT  
Tavis Gibson, PT, DPT, CI, Cert. MDT  
Rachel Grubb, PT, DPT, FAAOMPT  
Josh Haislip, PT, DPT, GCS  
Ballie Hardin, OTR/L  
Elizabeth Harrison Tilstra, PT DPT  
Christina Heitzinger, AuD  
Beth Herring, PT  
Harvey Hillyer, PT, DPT  
Jonathan Hobbs, MSc, MCSP, FHEA  
Jenny Hogg, ATC, PhD  
Deborah Huss, PhD  
Melissa Kubic, PT, CCI, RYT, CDNT  
Chris Massey, OTR/L, CHT, CEAS  
Charles and Latricia Milburn  
Stacey Miles, PT, PCS  
DeAnna Milton, PT, DPT, NCS, Vestibular Cert.  
Richard Pearce, MD  
Jim Rogers, CPO  
Kyle Schilling, Mechanical Engineer with Amtryke  
Dustin Sharpe, PT, DPT  
Lindsey Sharpe, PT, DPT, PCS  
Erin Shinkle Westner, PT, PDPT, PRPC  
Alex Shumaker, PT, DPT, GCS, NCS  
Cathie Smith, PT, DPT, PhD, PPCS  
Ray Smith, PhD  
Christine Smith, PhD, APRN, FNP-BC  
Zach Sutton, PT, DPT, OCS, CHT, ATC  
Kathy Teufel, Personal Trainer  
Jason Therrin, PT, DPT, TPPS, CHWS  
Emily Thompson, PT, DPT, NCS  
Roger Thompson, PhD  
Nelda and Richard Twitchell  
Darin White, PT, DPT, ECS  
Brooke Williams, PT, DPT  
Melanie Wortman, PT

Sam Uy, PT, DPT, NCS  
Tara Yelliot, PT, DPT  
Rachel Zoeller, PT, DPT

## Policies and Procedures

### Modification to Policies & Procedures

The PT faculty reserve the right to make modifications to the policies and procedures contained herein. Policies and procedures take effect on the date of approval by the faculty. Students will be notified of the new or revised policies and procedures at the date of approval through email and UTC Learn/Canvas announcement.

### Student Rights, Responsibilities, Safety, Privacy, and Dignity

The University of Tennessee at Chattanooga is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA. All students will receive equal consideration for educational activities without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, or covered veteran status.

Students have educational privacy protections, per the Family Education Rights and Privacy Act (FERPA). See <https://www.utc.edu/enrollment-management-and-student-affairs/registrar/student-rights-and-responsibilities/ferpa>

### Due Process

Program students who feel they have been treated unfairly have the right to be heard fairly and promptly. Students may communicate through a variety of methods depending on the nature of the complaint. Students are first encouraged to seek resolution directly with the faculty or individual. Students are also encouraged to report any complaints to the department head. Often, complaints are resolved through these communication channels; however, if an informal approach is neither successful nor advisable, the student is encouraged to use the official university complaint procedure.

Based on [official university processes](#), the steps a student follows for filing a formal complaint or grievance depends upon the type of issue the student wishes to address. For discrimination and/or Title IX issues a student should contact the Office of Equity and Inclusion ([OEI](#)). For issues relating to student accommodations, students should contact the [Disabilities Resources Center](#). If the complaint involves the behavior of another student, the report should be filed with the [Office of Student Conduct](#). For academic grievances and/or program policy violations, these would be addressed within the program first (with or without department head) and then based on outcome, students have the right to appeal to the Graduate School Appeals Committee, then to the Chancellor. The Chancellor has the final decision.

If a student believes a problem is not governed by any other UTC complaint or appeal procedures, students may file complaints via the link and process outlined below:

- A [student complaint form](#) should be submitted to the Office of the Dean of Students. It should contain (at a minimum) the date and time of the alleged conflict or action, the reason(s) for the complaint, a summary of the complaint, a list of other persons who may provide information and any appropriate documentation. The student must also include the resolution or outcome he or she is seeking. The complaint must be submitted within ten (10) business days of the alleged conflict or action.
- Upon receipt of a completed form, a conference will take place with the student and a staff member from the Office of the Dean of Students.
- The staff member will notify appropriate persons and request any information or documentation needed to resolve the complaint.
- The staff member may attempt to resolve the complaint by encouraging discussion between the student(s) and the faculty member/administrator or by taking the appropriate action to resolve complaint.
- A review of the complaint with the supervisor(s) or others in the line of supervision may be used when deemed appropriate and beneficial to the process.
- All relative documentation and possible outcomes must be submitted by the student or other appropriate persons within ten (10) business days of the date the complaint is filed.

- When possible, the final resolution (or a finding of “unresolved”) will be filed in the Dean of Students office within fifteen (15) business days of the date the complaint is filed. If there are circumstances requiring an extension of this deadline, the staff member assigned to the complaint will notify the parties involved.

If the student is not satisfied with the outcome of the complaint, a committee will be appointed to review the information and render a final decision. The committee will consist of representatives appointed by the Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Vice Chancellor of Business and Finance and two members appointed by the Student Government Association president. Their decision will be final.

## **Physical Therapist Practice Health Risks**

Being a health professional always carries with it a variety of risks associated with the transmission of disease. Physical therapists experience additional risks associated patient management related to lifting and patient handling. As a physical therapist student, you will be exposed to these risks as well as risks associated with receiving treatments by your classmates during laboratory sessions. The main exposures of physical therapy work are musculoskeletal (e.g., awkward body postures during treatment, patient transfers, passive mobilization), psychosocial (e.g., competing priorities, conflicts with other healthcare providers or health insurance providers) and infectious (e.g., risk of infection) factors. Diseases of the spine, wrist, or finger joints (e.g., arthritis), burnout syndrome and infections are possible. Physical therapists mitigate these risks by practicing standard precautions, maintaining good physical health, establishing personal and professional boundaries, and practicing good body mechanics.

## **COVID-19**

The COVID-19 pandemic, while improved at the date of this handbook’s publication, is ongoing and its evolution may necessitate revisions to the following policies. All changes will be disseminated through email and UTC Learn/Canvas announcement.

UTC does not require student, faculty, or staff COVID-19 vaccination; It is highly recommended.

The DPT Program collaborates with some clinical education sites and community partners that require students/faculty to be fully vaccinated (14 days following final vaccine dose administration; some require booster) for engagement in their facility/with their patients/clients.

The academic year 2022-23 is planned with return to pre-COVID/normal educational experiences and activities. In cases where clinical education sites or community partners require vaccination, the program is proceeding with scheduling pre-COVID/normal activities, making the following accommodations for students who are not vaccinated:

- Clinical Education Sites: Students who are not vaccinated are not be eligible to complete clinical education at these sites. Every effort will be made to provide alternative clinical education placement per typical program timelines.
- Community Partners: Students who are not vaccinated will not attend lab activities at these community partner facilities. Required alternative assignments, focused on achieving the lab objectives, will be made by the course faculty.

If a clinical education site and/or community partner requires masks for protection of their patients/clients, DPT Program students and faculty will comply.

If a campus guest speaker or guest patient/client or their caregiver believes that for their safety the students and faculty should be masked during their engagement, DPT Program students and faculty will comply.

Students who misrepresent their vaccination status in order to engage in activities that are only accessible for individuals who are fully vaccinated are subject to disciplinary action, including dismissal from the DPT Program.

## Essential Functions

Physical therapy students must be able to perform, with or without reasonable accommodations, each of the following essential functions in order to fully participate in our program (including clinical experiences) and successfully complete the requirements for a doctorate degree in physical therapy.

Program applicants are asked to certify that they are able to complete each of these essential functions as a PT student with or without reasonable accommodations as part of the PTCAS application. "At the end of your PT education, do you believe you can complete these essential functions with or without reasonable accommodations?"

1. Practice in a safe manner minimizing risk to patient, self and others;
2. Demonstrate professional behavior;
3. Practice in a manner consistent with established legal and professional standards;
4. Communicate in ways that are congruent with situational needs;
5. Adapt delivery of PT services with consideration for patients' differences, values, preferences and needs;
6. Participate in self-assessment to improve clinical and professional performance;
7. Apply current knowledge, theory, clinical judgment and the patient's values in patient management;
8. Determine the need for further examination or consultation;
9. Perform a PT examination;
10. Evaluate data from the examination to make clinical judgments;
11. Determine a diagnosis and prognosis that guides patient management;
12. Establish a PT plan of care that is safe, effective, patient-centered & evidence-based;
13. Perform PT interventions competently;
14. Educate others using effective teaching methods;
15. Produce quality documentation;
16. Select and analyze data from selected outcome measures;
17. Participate in financial management of PT service consistent with regulatory, legal and facility guidelines; and
18. Direct & supervise personnel to meet patient goals & expected outcomes."

If at any time during the application and admissions process and/or during participation in the DPT Program a student should question their ability to perform these essential functions, they should immediately discuss their concerns with the program/admissions coordinator, their faculty advisor and/or the department head. Subsequent actions will be based on individual student need but could include support in referral for disability diagnosis, reasonable accommodation determination and application, as well as physical or mental health referral.

## Accommodations

If you are a student with a disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or special accommodations, call the Disability Resource Center (DRC) at 423/425-4006 or visit the office, 108 University Center. <https://www.utc.edu/disability-resource-center/>

## Advisement

All core faculty are available to each student for personal and professional advisement. Each student is assigned to a faculty member for advisement which includes monitoring a student's ethical and professional behavior, academic record, and completion of all graduation requirements. Students are expected to assume responsibility for their learning and professional growth and are encouraged to contact their faculty advisor and/or other individual course faculty to schedule advisement meetings as needed. Each faculty member has regular office hours posted at their office door and welcomes meeting with students. Meetings may be in person or virtual. All faculty also schedule meetings by appointment outside of office hours.



## **Financial**

### **Financial Aid Services**

University staff are available to assist students in financial aid matters through the Office of Financial Aid and Scholarships (201 University Center). <https://www.utc.edu/enrollment-management-and-student-affairs/financial-aid-and-scholarships>

### **Admission Deposit**

A \$1,000.00 non-refundable deposit is required from applicants accepted into the UTC DPT Program. The deposit is due within 10 business days of receiving an offer from the program. For students who enroll in the program, this \$1,000 deposit is applied to their first semester's tuition.

### **Differential Tuition**

Because the professional DPT Program is more expensive to operate than other UTC traditional academic programs, DPT students pay differential tuition. The fee per credit hour is set by UTC administration on an annual basis. Examples of items provided through differential tuition include:

- CPR at beginning of the DPT1 and DPT3 academic years
- Enrollment in the Tennessee Clinical Placement Service - TCPS (3 years)
- Annual 1-Step TB test (3 years)
- Drug screen, per clinic timeline requirements (must be performed at a site arranged by the program for the expense to be covered)
- APTA student membership (3 years)
- PT Kit (reflex hammer, gait belt, thermometer, sphygmomanometer, stethoscope, 6" & 12" goniometers, pulse oximeter, measuring tape, stopwatch, and carrying bag)
- Liability insurance (3 years)
- UTC PT polo shirt
- Clinic badge
- Enrollment in EXXAT (clinical education software)
- Clinical Performance Instrument (CPI)
- PEAT (national licensure practice exam)
- Accreditation fees
- DPT3 class composite/graduation picture
- Lab supplies and linens
- Cadavers & anatomy lab supplies
- Equipment (purchase, maintenance, and calibration)
- Licensing fees for software, equipment
- Graduation Banquet (student + 4 guests)

The department has invested differential tuition funds in the purchase of white coats for DPT1's White Coat Ceremony and graduation regalia for DPT3's commencement. Students may choose to purchase their own white coat and/or graduation regalia or borrow from the department.

The department annually considers student registration support for attendance at APTA and TPTA professional meetings and a DPT3 professional development activity.

### **PT Scholarships**

The Department of Physical Therapy awards annual scholarships to DPT students. Most of these scholarships are awarded late spring/early summer, with award divided between and applied to the tuition for next academic year's fall and spring semesters.

The application materials, including deadlines, are distributed to incoming DPT students (DPT1 cohort) via email and current DPT students (DPT2 and DPT3 cohorts) via the “UTC PT Community” on Canvas/UTC Learn.

Appeal: Should a scholarship applicant wish to appeal the decision of the committee, they may appeal in writing to the department head, who will consult with the PT collective core faculty. Further appeal may be made to the Dean of the College of Health, Education and Professional Studies and ultimately, to the Chancellor of the University.

## **Criminal Background Check**

The program requires criminal background checks (level-2 clearance) for all students to verify an individual's suitability to participate in experiential education rotations and to ensure patient safety.

Level 2 clearance is achieved by obtaining a green rating on each criterion reviewed on the criminal background check. If a criterion is rated red, the student will not receive level 2 clearance.

Legal infractions that will result in a change from level 2 criminal background clearance status include:

- Class A misdemeanor (e.g., DUI, petty theft, battery, assault)
- Class B misdemeanor (e.g., reckless driving, endangerment-type citations)
- Felony

Students first complete a criminal background check prior to starting the program, to receive an initial verification of clearance. DPT Program students must maintain the level 2 criminal background check clearance throughout their enrollment in the program. Students should only complete a criminal background check when directed to do so by the program.

Updated criminal background checks may be required while enrolled in the program for clinical education. If it is required, the student will be notified.

Furthermore, should an incident occur during program enrollment that could change a student's level 2 criminal background clearance status, it is the responsibility of the student to immediately inform the department head that such an event has occurred. If the student is found guilty of a legal infraction and, as a result, incurs a change in their level 2 clearance status, the student will be permitted 30 days to appeal the change in status. If a full level 2 criminal background check clearance cannot be reinstated by the end of the 30-day appeal period, the student may not be permitted to continue in the program and may be required to withdraw from the program. The department head will consult with UTC legal counsel. The core faculty are responsible for reviewing the situation and making determination regarding student retention or withdrawal from the program.

## **Mental Health Resources**

If you find that you are struggling with stress, feeling depressed or anxious, or have time management difficulties which are adversely impacting your successful progress at UTC, please contact the Counseling Center at 423/425-4438 or go to the counseling center link: <https://www.utc.edu/counseling-center/>

## **Student Health**

Physical therapists must have sufficient strength, coordination, balance and endurance to perform necessary therapeutic procedures on patients while always ensuring self and patient safety. A high level of personal health should be maintained.

Good health is vital during clinical education experiences where there are no excused absences and all missed time must be made up.\*

\*COVID-19 necessitated clinical education absences for quarantine or isolation. For the DPT Classes of 2020, 2021, 2022, and 2023, excused absences may have been approved with no requirement for make-up time.

Beginning in the 2021-22 academic year, COVID-19 related absences required make-up. In the 2022-23 academic year, additional adjustments may be required. In all such cases, the clinical education course objectives and standards do not change, and all adaptations that are made are those consistent with CAPTE COVID-19 guidance.

## **Physical Examination**

In preparation to enter the program, each student is required complete a physical examination. Proof must be uploaded to the online student health portal, MedicaT, by the published deadline. Examination forms are available through MedicaT's Forms tab. Students may complete the physical examination with their primary care provider or with UTC's University Health Services (for a fee).

## **Immunizations**

Each student is required to provide evidence of completion of all required immunizations for TDaP (initial and then Td booster every 10 years), Hepatitis B, Varicella (or proof of history of disease), MMR, as well as titers and subsequent vaccinations as needed to support immunity. Students must submit all immunization records, including titers and subsequent vaccinations, to the University's MedicaT health portal for nurse review. Full vaccination for COVID-19, defined as completion of the 1- or 2-dose series based on the selected manufacturer plus 14 days from last dose in the series, and, at times, a booster dose may be required for clinical education sites. Students will be notified when they are assigned to a site with COVID-19 vaccination requirements and are required to upload proof of vaccination to EXXAT, at that time. Students may choose to submit their COVID-19 vaccination status, at any time, into the EXXAT clinical education software portal. Additionally, a TB test and flu shot are required annually, during the fall semester, and results/proof must be uploaded into the EXXAT.

NOTE: University of Tennessee at Chattanooga's recognized exemptions from immunizations include being enrolled in a program that is exclusively online or at an off-campus site, medical contraindications, and religious objections. To determine how to apply for exemptions, please review [UTC University Health Services website under "Exemptions"](#). Note that students enrolled in any allied health professions program such as nursing, physical therapy, occupational therapy, or athletic training may not have the same exceptions as other students to immunization requirements under certain circumstances.

For the DPT Program, medical or religious exemptions may be granted only in accordance with a clinical site's policies and requirements. UTC does not have the authority to grant or authorize any religious or personal medical exemptions that would be applicable to off-campus clinical sites since they are independent of the University. To the extent a clinical site requests that UTC administer exemption requests for any of our students and/or faculty, UTC would only administer such requests in accordance with the requirements imposed by the clinical site and will not have any discretion to apply differing exemptions or criteria than those authorized by the clinical site. In short, the clinical site's exemption policies must be followed; UTC's policies have no applicability.

Students who choose not to meet the vaccine requirements of clinical sites will not be able to have clinical experiences at those sites. UTC does not assume responsibility and does not guarantee the ability to provide alternate experiences for students who choose not to be vaccinated (vaccination status is not a factor in clinical education site assignment). Consequently, if students are unable to engage in required clinical experiences for the timeframe in which they are offered within the program, the Department of Physical Therapy may involuntarily withdraw them from their course(s), and/or cohort, and/or educational program due to being barred by the clinical sites. Any such action would be due to academic requirements; it would not be a disciplinary action.

## **Verification of Clinical Health Requirement**

Once health requirements for the DPT Program have been met, University Health Services will release a document entitled "Verification of Clinical Requirement" to the student. Students are required to upload this document in EXXAT, the program's clinical education management software system.

## **Change in Health Status**

Students should report to the department head any change(s) in health status that may affect performance in the program (i.e., surgery, injury, illness, etc.). If the situation requires medical intervention, the student will not be allowed to attend class/lab or work with patients until a primary healthcare provider's written release (Return to School/Clinic Form – posted on Canvas/UTC Learn) to resume activities is received. The department head will decide in each individual case whether the student may continue in the program.

## **Emergency Services**

Students requiring emergency care should call/dial 911 and activate the community's emergency system. Students are responsible for the cost of emergency services throughout the program, whether accessed during on campus or off-campus educational experiences.

Students are responsible for their health care, including the cost of emergency services both on and off-campus. If an emergency occurs on campus, emergency medical services are accessed (i.e., campus police and/or 911). If an emergency occurs off campus, students should access emergency medical services (i.e., 911).

## **Drug and Alcohol Testing**

It is the policy of the College of Health, Education and Professional Studies (CHEPS) and the Department of Physical Therapy to maintain compliance with all policies of the clinical facilities with which the College and DPT Program affiliates for student clinical learning experiences.

The purpose of this policy is to provide a safe working environment for students, patients, visitors, healthcare agency staff and university faculty and staff.

Prior to starting the DPT Program, students completed a urine drug screen and provided proof of negative results for all substances tested.

Many clinic sites require recent drug testing prior to reporting to clinical education. As needed, students will receive direction to test from the director of clinical education or from the assigned clinical education site.

### Reasonable Suspicion Drug Testing Requested by the DPT Program:

The program's faculty and/or clinical education agency/site may request a drug/alcohol test if a student's conduct creates a reasonable suspicion that the student is using or is impaired by drugs or alcohol. Conduct by a student that may create a reasonable suspicion that the student is using and/or is impaired by drugs or alcohol may include, without limitation, the following:

- Emitting odor (such as smell of alcohol on breath) or exhibiting physical symptoms or manifestations of drugs that are directly observed by faculty/clinical staff.
- Exhibiting slurred speech, lethargy, staggered gait, flushed face, impaired memory, dilated/pinpoint pupils, and/or erratic mood swings that are directly observed by faculty/clinical staff.
- Erratic behavior, frequent absenteeism or deterioration of work or academic performance.
- Substance abuse related conviction or finding in a legal or administrative proceeding.

If a student's conduct creates a reasonable suspicion that they are using or are impaired by drugs or alcohol (either in the classroom, or in a clinical or professional setting), appropriate documentation will be completed. This will become part of the student's permanent record. The student will be asked to leave the clinical site/classroom and will be sent for immediate drug/alcohol testing at the student's expense. Students reasonably suspected of drug/alcohol use or impairment are prohibited from transporting themselves to or from the testing site. The student must procure their own transportation to and from the testing site, but the student is prohibited from operating a vehicle to travel to or from the testing site.

Testing will be performed at the request of the professional program; therefore, the student must sign a release authorizing the disclosure of the results to the DPT Program. The results will be released directly to the Department Head and/or Director of Clinical Education. All substance use testing is at the expense of the student.

If a student is found to be in violation of the substance use policy, the student will not be allowed to attend classes or participate in clinical courses. If the positive test is from a prescribed medication, the student must obtain a written statement from a qualified health care provider confirming that the medication is prescribed and that it will not interfere with safe clinical practice. The student will be dismissed from the program and immediately withdrawn from all courses if the student:

- Tests positive during the requested drug screen without a valid prescription or if the prescribed drug interferes with safe clinical practice;
- Refuses to submit to a drug test; or
- Tampered with or contaminates the student's test sample.

If the student is not found in violation of the substance use policy, additional medication clearance may be required at the discretion of the Department of Physical Therapy.

The CHEPS Dean (or designee) may ask to meet with the student. The final review will be completed by the CHEPS Dean (or designee) within five days of the report of the incident. The student may not return to class or clinical rotations until the case has been reviewed by the CHEPS Dean (or designee).

## **Health Insurance**

Each student is required to maintain health insurance while enrolled in the DPT program. Evidence must be submitted during orientation and repeated each year, and upon request by a clinical education site. It is the responsibility of the student to immediately report to the department any changes in policy and provide proof of coverage. The University offers student health insurance for students. Information about this policy is available at University Health Services (UHS).

## **Liability Insurance**

All students are required to have liability insurance which will pay at least \$1,000,000 per accident or up to \$6,000,000 aggregate. Student professional liability insurance is provided via the University of Tennessee. Differential tuition pays for this liability insurance while students are enrolled in the DPT program.

## **PHYT Graduate Course Admission**

Only students who have been admitted to the Doctor of Physical Therapy (DPT) Program at UTC are eligible to enroll in DPT program (PHYT graduate-level) courses.

## **DPT Seminars**

The department head coordinates several seminars each fall and spring semester. These are opportunities for students to gather outside of classes and receive important clinical education information, as well as engage in presentations and discussions regarding professionalism, leadership, volunteer organizations and service opportunities. Seminar dates/times are published on the PT Department's Academic Year Calendar and weekly master schedules via Canvas/UTC Learn. Attendance is required. Students should dress professionally (see professional appearance and dress code) when guests are present. Students with scheduling conflicts should notify the department head.

## **Professional Conferences and Meetings**

Professional conferences and meetings provide excellent opportunities for student networking, growth, and development. The DPT faculty value these activities. Listed below are several meetings which DPT students commonly attend. Also provided are registration support guidelines, where the department will coordinate and pay student registration fees, which typically range from \$50 - \$450. Unfortunately, the department does not support travel expenses. The UTC Graduate School has travel resources for which students may apply: <https://www.utc.edu/research/graduate-school/student-resources>

- **Chattanooga District, APTA Tennessee: Meetings** are free and held the 2<sup>nd</sup> Tuesday of every other

month, beginning in January and scheduled at varying locations around the Chattanooga area.

- **APTA Tennessee Conferences:** Fall and Spring meetings. Dates and locations vary each year, rotating around the state. These are typically scheduled for Friday, Saturday, Sunday. Faculty will evaluate whether Friday classes may be rescheduled to allow student attendance.
  - DPT1s – Spring meeting registration fees are supported
  - DPT2s – Fall and Spring meetings registration fees are supported
  - DPT3s – Fall meeting registration fees are supported
- **APTA Combined Sections Meeting:** This 4-day meeting is typically held in February in a different city each year.
  - DPT2s – Conference registration fees are supported
  - Upcoming dates:
    - February 22-25, 2023 – San Diego, California
    - February 14-17, 2024 – Boston, Massachusetts

Depending on the number of students attending, faculty will evaluate whether to reschedule classes.

The department head will work with each cohort's APTA representative to coordinate student registration and payment.

#### Student Research Presentations at Conferences:

Students who have a conference proposal or abstract (education session, platform, poster) accepted for presentation at state or national conference may petition the department head for permission to miss up to 3 days of class and/or clinical education days for their presentation and engagement in the conference professional development activity. In the case of clinical education, the director of clinical education will discuss the opportunity with the site coordinator of clinical education and/or clinical instructor to determine whether the absence is possible without compromising patient care. This information is provided to the department head for their use in consideration of the student's petition. The department head will also consider the presentation date and time and conference location/travel requirements considerations when approving or denying the allowable number of days missed petition and in setting the number of absence days approved. Note: In Clinical Education IV, time spent at conference may be made up per clinic preference. In Clinical Education I, II and III, all clinic time missed will be made up.

If approved to attend the conference, registration fees are supported by the department.

### **DPT3 Professional Development Program**

The department provides 3<sup>rd</sup> year DPT students with up to \$400 support toward a single external professional development educational course or certification. Funds must be applied to a registration (UTC directly pays the vendor) or examination (typically reimbursed with proof of pass). The funds may not be used for travel, room/hotel, or food. Funds must be spent through direct vendor payment or reimbursement by March 31.

Students commonly apply these funds toward LSVT BIG certification or a dry needling course in hosted at UTC in December. Some students have been reimbursed for the Certified Strength and Conditioning Specialist exam or had registration paid for a Herman and Wallace pelvic health course or a pediatric course or conference.

# DPT Program Grading and Academic Standards

## Grading

Course grades are calculated based on criteria as documented in each individual course syllabus. Faculty will calculate to the tenth level (0.1) and round up (5 and above) or down (4 and below), accordingly (e.g., 89.4 = 89% or “B”; 89.5 = 90% or “A”).

Course grades are assigned consistent with the above calculations and Graduate School definitions.

- |    |   |
|----|---|
| A  | 90 – 100; is given for work distinctly superior quality and quantity accompanied by unusual evidence of enthusiasm, initiative, thoroughness and originality  |
| B  | 80 – 89; is given for work showing the above qualities to a lesser extent   |
| C  | 70 – 79; represents fulfillment of the minimum essentials of a course   |
| D  | 60 – 69; represents a passing grade, but cannot be used to fulfill degree requirements  |
| F  | less than 60; indicates unqualified failure   |
|    |   |
| S  | Satisfactory; is given for courses completed on a satisfactory/no credit basis  |
| NC | No Credit; represents failure to complete the requirements in satisfactory/no credit courses  |
|    |   |
| I  | Incomplete; may be given to a student whose work has been of passing quality and who has valid reason for not completing some requirement of the course. Removal of an Incomplete must be submitted by the instructor to the Office of Records no later than three weeks before the last day of classes in the next regular semester, or the Incomplete will become an F. |
| IP | In Progress; is used as an interim grade to indicate work in progress requiring more than the normal limitations of a semester except for thesis. It is restricted to graduate level courses (5000 and above) and has a one-year limitation for removal.  |

Grades for clinical education are assigned by the Director of Clinical Education (DCE) and based on the Clinical Instructor's evaluation and the established criteria for each clinical education experience. If students meet the objectives for the clinical education course, a “S” is earned. An “I” or “IP” may be assigned. is assigned when a student is making progress, but unable to complete the objectives for the experience within the scheduled experience.

## Laboratory Checkouts/offers and Practical Examinations

Lab checkouts/offers and practical examinations must be successfully completed for successful course completion. Criteria for satisfactory completion of the checkouts/offers and practical examinations are included on the testing rubrics for each course.

## Remediation and Retest of Practical Examinations

Remediation = the act of correcting something that is deficient

Retest = to test again

1. The student must always demonstrate safe behavior in the practical examination. Unsafe activity will result in failure on the practical examination.
2. A grade of 80% or above must be scored on each practical examination.
3. At the faculty's discretion, a practical retest *may* be offered if the student does not pass the initial practical examination. If a student obtains 80% or above on a practical retest, the final grade awarded for the practical examination will be 70%. If the student fails to obtain the 80% minimum score on the practical retest, this will result in unsuccessful completion of the course.
4. If a student is ineligible or denied petition to retest or does not successfully pass practical examination retest, the recorded grade for the course will be an F, resulting in unsuccessful completion of the course.
5. A maximum of two (2) practical examinations in courses across the curriculum may be remediated and

retested by any student. If a student fails a third practical examination, the student will be denied remediation and retest as well as progression in the program. Under these circumstances, the student will be dismissed from the DPT Program.

6. **If extenuating circumstances are present that may adversely impact a student's successful completion of a practical examination, the student is responsible for informing the course faculty before the scheduled examination date so that appropriate accommodations may be considered.** The course faculty, in consultation with the department head as needed, is responsible for reviewing and approving a student's request to reschedule a practical examination.

## **Remediation and Retest of Course Final Examinations**

Remediation = the act of correcting something that is deficient

Retest = to test again

1. The DPT Program includes several courses in which the course syllabus stipulates that success in the course requires passing the comprehensive final exam with a minimum grade. If the student is unsuccessful on the final examination, they may petition to remediate and retest.
2. At the faculty's discretion, a second final examination *may* be offered if the student does not pass the initial final examination.
3. If a student is ineligible or denied petition to retest or does not successfully pass the final exam retest, the recorded grade for the course will be an F, resulting in unsuccessful completion of the course.
4. Only one (1) final examination remediation and retest is allowed per semester.
5. A final examination failure is also considered a course failure. A maximum of two (2) courses may be remediated by a student across the curriculum, only one (1) of which may be a clinical education course.

## **Course Remediation Petitions**

Remediation = the act of correcting something that is deficient

1. In order to continue in the DPT Program, students must earn a grade of "S" or "C" or better in each course.
2. In a required course, students making less than a "S" or "C" have the right to petition to remediate the course. At the discretion of the faculty, remediation *may* be granted.
3. A final examination failure is considered a course failure.
4. Only one (1) course remediation is allowed per semester. If a student is unsuccessful (grade less than a "C") in two (2) or more courses in a semester, remediation will not be granted, and without remediation, the student will not be permitted to enroll in additional physical therapy coursework and will be dismissed from the program.
5. A maximum of two (2) courses may be remediated by a student across the curriculum, only one (1) of which may be a clinical education course.
6. Courses are taught in sequence and only once a year. This eliminates the opportunity for students to retake a course in consecutive semesters and continue in the program.
7. In the case of clinical education courses, the student who has demonstrated less than satisfactory performance but is making progress, may petition for remediation. At the discretion of the faculty, remediation *may* be granted.

**Remediation and retest of course comprehensive final examination AND course remediation for other reasons** are both considered course remediations. Only one (1) course remediation is allowed per semester. A maximum of two (2) courses may be remediated by a student across the curriculum, only one (1) of which may be a clinical education course.

If a student is readmitted to the program after being dismissed for academic or professional behavior issues, that student will not be allowed any course remediations throughout the remainder of the program.



## **Process for Petition**

1. Upon failure of a practical examination, comprehensive final examination, or other course requirement, the student must begin the petition process by completing Step I of the Practical Exam/Final Exam/Course Failure Petition for Remediation & Retest Form and submitting it to the department head.
2. In Step II, the department head, course faculty, and Student Advisement, Retention, and Progression Committee will review and grant or deny the petition.
3. If the petition is granted, Steps III-VI are followed. If the petition is denied, the student does not receive remediation or retest and fails the course.
4. Step V reports the retest result. For all non-clinical education courses, the student must earn a grade of 80% or higher on the retest in order to pass the course and 70% will be recorded as the practical or final examination grade.
5. If the student fails the retest (< 80%), the student fails the course.

## **Grade Appeal**

Each faculty member has the prerogative and responsibility to determine in accordance with their best judgment the grade for each student enrolled in their courses. Should a student feel that their rights have been jeopardized by unfair, arbitrary, or malicious exercise of faculty grading prerogative, the student may appeal a grade. Failure to receive the grade desired is not sufficient reason to appeal a grade. The appeal process is clearly defined in the UTC Graduate Catalog.

## **Program Progression**

Students must successfully complete each DPT course with a grade of C or better in the current semester in order to advance in the program to the next semester. The current semester courses are considered prerequisite to the courses offered the next semester. With permission from the department's Student Advisement, Retention & Progression Committee students may advance in the program to the next semester with a grade of "IP" (In Progress), or "I" (Incomplete).

Courses are taught in sequence and only once a year. This eliminates the opportunity for students to retake a course in consecutive semesters. In such cases, students may petition the faculty to repeat a course the following year and rejoin the DPT Program with a different cohort. Petitions to retake course(s) and change cohorts should be written by the student in letter format and presented to the department head.

## **Graduate School Continuation Policies and Standards**

Physical therapy students must meet both the academic standards of the program and the university. A graduate degree-seeking student enrolled in graduate courses must maintain an overall 3.0 GPA. Students who do not maintain the minimum GPA requirement will be placed on academic probation by the Graduate School. Once on probation, a student has the next two (2) consecutive semesters of enrollment (counting the entire summer session as one semester) in which to raise the cumulative GPA to 3.0 or higher. Students will be academically dismissed if they fail to achieve this GPA within the probationary period or if they fail to achieve this GPA for either probationary semester. Refer to the UTC Graduate Catalog for a complete statement and appeal procedures.

# **DPT Program Ethical and Professionalism Standards**

## **Professional Responsibilities**

Entrance into the DPT Program indicates that the student is prepared to learn about and assume the responsibilities of a professional. These responsibilities include the commitment to personal and professional growth, and the willingness to accept responsibility for their personal actions. It is expected that students will work toward the advancement of and engagement in the physical therapy profession through research, service, and participation in professional association activities. Across the DPT Program, students will have the opportunity to learn about physical therapists' professional responsibilities and will have opportunity to engage in a variety of professional activities.

## **UTC Student Code of Conduct and Honor Code**

The DPT Program expects students to abide by the UTC Student Code of Conduct and Honor Code.

The Student Code of Conduct and Honor Code are designed to foster and ensure a safe and respectful learning environment. The Honor Code is based upon the assumption that each student recognizes the fundamental importance of honesty and integrity. DPT students are responsible for conducting themselves in accordance with the rules and regulations of the Student Code of Conduct and Honor Code and ensuring that other members of the program's community uphold the standards as well. See <https://www.utc.edu/student-conduct/codes.php> for access to the codes as well as administrative policies and procedures.

When a violation charge is made, it is administrated by the UTC Office of Student Conduct.

It is each student's responsibility to abide by the Honor Code.

Honor Code Standards:

All students are prohibited from engaging in the following acts of academic dishonesty:

(1) Cheating: A form of academic dishonesty in which there is an intent to deceive and in which the use of unauthorized materials or assistance is exploited. Examples of cheating include, without limitation:

- (i) copying another's work;
- (ii) obtaining or giving unauthorized assistance on exams, papers, or other coursework;
- (iii) unauthorized collaboration or collusion with another person on an examination or academic assignment;
- (iv) having another person take an exam for the student by proxy; and
- (v) the use of unauthorized materials or devices, including, but not limited to, computers, calculators, cell phones, cheat sheets, or other resources not allowed by the course instructor.

(2) Plagiarism: The use of intellectual property or work product of another without giving proper credit.

Examples of plagiarism include, without limitation:

- (i) using written or spoken words, phrases, or sentences from any source without proper attribution or citation;
- (ii) summarizing ideas from another source without proper attribution or citation, unless such information is recognized as common knowledge;
- (iii) using facts, statistics, graphs, pictorial representations, or phrases in one's work without acknowledgment or proper attribution of the source of such information, unless such information is recognized as common knowledge;
- (iv) submitting work as one's own that is either in whole or in part created by a professional service; and
- (v) using previously submitted academic work by the student for any assignment without the permission of the course instructor.

(3) Falsification, Fabrication, or Misrepresentation: Falsifying, fabricating, or misrepresenting data, laboratory results, research results, citations, or other information in connection with an academic assignment, or altering grades, answers, or marks in an effort to change the earned grade or credit.

(4) Use of Unauthorized Materials: Providing, bringing, receiving, and/or using unauthorized material during an examination or for any academic assignment.

- (5) Use of Unauthorized Assistance: Providing, bringing, receiving, and/or using unauthorized assistance during an examination, laboratory work, field work, scholarship, or other academic assignment, or collaborating with another on a graded assignment without the instructor's approval.
- (6) Gaining Unfair Advantage: Gaining an objectively unfair academic advantage by failing to observe the expressed procedures or instructions relating to an exam or academic assignment.
- (7) Causing Unfair Disadvantage: Engaging in any conduct that unfairly places another student at a disadvantage, including, but not limited to, taking, hiding, or altering resource material or manipulating a grading system.
- (8) Attempting or Assisting a Violation: Attempting to commit a violation of the Honor Code or assisting others to commit a violation of the Honor Code.

## **APTA Code of Ethics for the Physical Therapist**

The Physical Therapy Department expects students to abide by the APTA Code of Ethics for the Physical Therapist.

This Code of Ethics describes the desired behavior of physical therapists in their multiple roles (e.g., management of patients and clients, consultation, education, research, and administration), addresses multiple aspects of ethical action (individual, organizational, and societal), and reflects the core values of the physical therapist (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

**Principle #1:** Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion and Caring, Integrity)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

**Principle #2:** Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients and clients. (Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients and clients over the interests of the physical therapist.
- 2B. Physical therapists shall provide physical therapist services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapist care or participation in clinical research.
- 2D. Physical therapists shall collaborate with patients and clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient and client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

**Principle #3:** Physical therapists shall be accountable for making sound professional judgments. (Core Values: Collaboration, Duty, Excellence, Integrity)

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's or client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient and client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

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

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.

4D. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

4E. Physical therapists shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.

4F. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (Core Values: Accountability, Duty, Social Responsibility)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient or client continues to need physical therapist services.

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

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients and clients and society. (Core Values: Integrity, Accountability)

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapist services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients and clients.

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

8A. Physical therapists shall provide pro bono physical therapist services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or under- utilization of physical therapist services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

## **Social Media**

Students should conduct themselves in accordance with the UTC Student Code of Conduct.

Guidelines regarding the use of social media for the classroom, laboratory, and clinical setting:

1. Materials generated by faculty for use in courses is the property of faculty and must not be shared or posted without their express permission.
2. Unless it is part of an approved in-class assignment, students are not to access or post information on social networking sites during lecture, lab, or clinical education.
3. Professionalism standards and expectations extend to social networking sites and other user-generated media. Do not mention faculty, clinical instructors, or colleagues in a negative manner. Examples: "Professor ABC is a terrible lecturer. Sitting here in class is such a waste of time." OR "My clinical instructor had me treat all of her patients today while she just sat there."
4. Photographs or videos taken during class, lab or clinical education experiences must not be posted on social networking sites.
5. Posting information about, or images of, a patient or research participant is strictly prohibited. This includes references to family, employment, relatives, conditions, locations of treatment, or any circumstances surrounding their situation. This could potentially violate patient privacy and HIPAA guidelines.
6. Discussing exam information prior to all students completing an exam is an Honor Code violation. Example: "The test was pretty easy, there were no questions concerning joint-play."
7. The use of technology (cell phone, internet) to threaten, intimidate, ridicule, humiliate, insult, or harass someone is known as cyber-bullying and must be reported to the department head, dean of the College of Health, Education and Professional Studies, and Title IX Coordinator.

Failure to adhere to the Student Code of Conduct and guidelines for social media may result in dismissal from the DPT Program.

## **DPT Program Ethics, Integrity and Professional Standards/Expectations**

Professional success depends upon factors other than those measured by the typical educational evaluations in coursework. The faculty have the right to separate the student from the program who is not likely to succeed professionally despite earning acceptable grades.

The student applying for admission to the DPT Program at UTC is subject to ethics, integrity and professional standards/expectations and may be denied admission and/or dismissed on the basis of their failure to maintain the aforementioned ethical and professional standards. In decisions of the faculty to deal with problems in a

manner other than dismissal, students will be evaluated and remediated utilizing the Professional Behavior Assessment Form (below and available on Canvas/UTC Learn).

Failure to maintain the high ethical and professional standards of the department and physical therapy profession may subject a student to probation, suspension, or other appropriate remedial action by the faculty and/or dismissal.

Students are not to use, collect, receive, or distribute copies of previously administered exams, practical examination cases, student projects or papers without the stated permission of the faculty of record. A violation of this policy is considered an Honor Code violation and will be addressed following UTC procedures. Consistent with the above policy, students are not allowed to review previously completed exams after they have been reviewed immediately following the exam for feedback and collected by the faculty.

Each student is expected to report any suspected violations directly to the professor of the course and/or department head. Failure to report violations is an avoidance of professional behavior and may be considered a violation of the Honor Code or APTA Code of Ethics.

Faculty meet regularly to discuss and assess behavioral performance of students and formally review each student's ethical and professional performance prior to permitting progression to clinical education.

In mild cases of behavior standard violations, such as chronic tardiness to class or unexcused absences, faculty are empowered to work individually with students to identify causes for the issue and develop a remediation plan which is documented, monitored, and reported to the collective core faculty. Faculty advisors and/or the department head may also support remediation efforts.

In more serious cases, or if the student fails to respond to the initial remediation plan developed by an individual faculty member, the department head, along with additional appropriate faculty, are engaged to establish additional remediation guidelines and/or recommendation for dismissal.

Program policies are consistent with university approved mechanisms that permit students to be dismissed from the program if professional behavior violations are deemed so severe that the behavior(s) cannot be remediated.

# PROFESSIONAL BEHAVIORS ASSESSMENT FORM

**Student:**

**Date:**

Professional Behavior	Beginning Level	Intermediate Level	Entry Level
<b>1. Critical Thinking</b>  The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.	<ul style="list-style-type: none"> <li>○ Raises relevant questions</li> <li>○ Considers all available information</li> <li>○ Articulates ideas</li> <li>○ Understands the scientific method</li> <li>○ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e., methodology and conclusion)</li> <li>○ Recognizes holes in knowledge base</li> <li>○ Demonstrates acceptance of limited knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>○ Feels challenged to examine ideas</li> <li>○ Critically analyzes the literature and applies it to patient management</li> <li>○ Utilizes didactic knowledge, research evidence and clinical experience to formulate new ideas</li> <li>○ Seeks alternative ideas</li> <li>○ Formulates alternative hypotheses</li> <li>○ Critiques hypotheses and ideas at a level consistent with knowledge base</li> <li>○ Acknowledges presence of contraindications</li> </ul>	<ul style="list-style-type: none"> <li>○ Distinguishes relevant from irrelevant patient data</li> <li>○ Readily formulates and critiques alternative hypotheses and ideas</li> <li>○ Infers applicability of information across populations</li> <li>○ Exhibits openness to contradictory ideas</li> <li>○ Identifies appropriate measures and determines effectiveness of applied solutions efficiently</li> <li>○ Justifies solutions selected</li> </ul>
<b>2. Communication</b>  The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.	<ul style="list-style-type: none"> <li>○ Demonstrates understanding of the English language (verbal &amp; written): uses correct grammar, accurate spelling and expression, legible handwriting</li> <li>○ Recognizes impact of non-verbal communication in self and others</li> <li>○ Recognizes the verbal and non-verbal characteristics that portray confidence</li> <li>○ Utilizes electronic communication appropriately</li> </ul>	<ul style="list-style-type: none"> <li>○ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences</li> <li>○ Restates, reflects and clarifies message(s)</li> <li>○ Communicates collaboratively with both individuals and groups</li> <li>○ Collects necessary information from all pertinent individuals in the patient/client management process</li> <li>○ Provides effective education (verbal, non-verbal, written and electronic)</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups</li> <li>○ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing</li> <li>○ Maintains open and constructive communication</li> <li>○ Utilizes communication technology effectively and efficiently</li> </ul>
<b>3. Problem Solving</b>  The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.	<ul style="list-style-type: none"> <li>○ Recognizes problems</li> <li>○ States problems clearly</li> <li>○ Describes known solutions to problems</li> <li>○ Identifies resources needed to develop solutions</li> <li>○ Uses technology to search for and locate resources</li> <li>○ Identifies possible solutions and probable outcomes</li> </ul>	<ul style="list-style-type: none"> <li>○ Prioritizes problems</li> <li>○ Identifies contributors to problems</li> <li>○ Consults with others to clarify problems</li> <li>○ Appropriately seeks input or guidance</li> <li>○ Prioritizes resources (analysis and critique of resources)</li> <li>○ Considers consequences of possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>○ Independently locates, prioritizes and uses resources to solve problems</li> <li>○ Accepts responsibility for implementing solutions</li> <li>○ Implements solutions</li> <li>○ Reassesses solutions</li> <li>○ Evaluates outcomes</li> <li>○ Modifies solutions based on the outcome and current evidence</li> <li>○ Evaluates generalizability of current evidence to a particular problem</li> </ul>

<p><b>4. Interpersonal Skills</b></p> <p>The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.</p>	<ul style="list-style-type: none"> <li>○ Maintains professional demeanor in all interactions</li> <li>○ Demonstrates interest in patients as individuals</li> <li>○ Communicates with others in a respectful and confident manner</li> <li>○ Respects differences in personality, lifestyle and learning styles during interactions with all persons</li> <li>○ Maintains confidentiality in all interactions</li> <li>○ Recognizes the emotions and bias that one brings to all professional interactions</li> </ul>	<ul style="list-style-type: none"> <li>○ Recognizes the non-verbal communication and emotions that others bring to professional interactions</li> <li>○ Establishes trust</li> <li>○ Seeks to gain input from others</li> <li>○ Respects the roles of others</li> <li>○ Accommodates differences in learning styles as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates active listening skills and reflects back to original concern to determine course of action</li> <li>○ Responds effectively to unexpected situations</li> <li>○ Demonstrates ability to build partnerships</li> <li>○ Applies conflict management strategies when dealing with challenging interactions</li> <li>○ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them</li> </ul>
<p><b>5. Responsibility</b></p> <p>The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.</p>	<ul style="list-style-type: none"> <li>○ Demonstrates punctuality</li> <li>○ Provides a safe and secure environment for patients</li> <li>○ Assumes responsibility for actions</li> <li>○ Follows through on commitments</li> <li>○ Articulates limitations and readiness to learn</li> <li>○ Abides by all policies of academic program and clinical facility</li> </ul>	<ul style="list-style-type: none"> <li>○ Displays awareness of and sensitivity to diverse populations</li> <li>○ Completes projects without prompting</li> <li>○ Delegates tasks as needed</li> <li>○ Collaborates with team members, patient, and families</li> <li>○ Provides evidence-based patient care</li> </ul>	<ul style="list-style-type: none"> <li>○ Educates patients as consumers of health care services</li> <li>○ Encourages patient accountability</li> <li>○ Directs patients to other health care professionals as needed</li> <li>○ Acts as a patient advocate</li> <li>○ Promotes evidence-based practice in health care settings</li> <li>○ Accepts responsibility for implementing solutions</li> <li>○ Demonstrates accountability for all decisions and behaviors in academic and clinical settings</li> </ul>
<p><b>6. Professionalism</b></p> <p>The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the physical therapy profession.</p>	<ul style="list-style-type: none"> <li>○ Abides by all aspects of the academic program honor code and the APTA Code of Ethics</li> <li>○ Demonstrates awareness of state licensure regulations</li> <li>○ Projects a professional image</li> <li>○ Attends professional meetings</li> <li>○ Demonstrates cultural/generational awareness, ethical values, respect and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies positive professional role models within the academic and clinical settings</li> <li>○ Acts on moral commitment during all academic and clinical activities</li> <li>○ Identifies when the input of classmates, co-workers and other healthcare professionals will result in an optimal outcome and acts accordingly to attain such input and share decision making</li> <li>○ Discusses societal expectations of the profession</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary</li> <li>○ Provides patient &amp; family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity</li> <li>○ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development</li> <li>○ Utilizes evidence to guide clinical decision making and the provision of patient</li> </ul>



			<p>care, following guidelines for best practices</p> <ul style="list-style-type: none"> <li>○ Discusses role of physical therapy within the healthcare system and in population health</li> <li>○ Demonstrates leadership in collaboration with both individuals and groups</li> </ul>
<p><b>7. Use of Constructive Feedback</b></p> <p>The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback and provide meaningful feedback to others.</p>	<ul style="list-style-type: none"> <li>○ Demonstrates active listening skills</li> <li>○ Assesses own performance</li> <li>○ Actively seeks feedback from appropriate sources</li> <li>○ Demonstrates receptive behavior and positive attitude toward feedback</li> <li>○ Incorporates specific feedback into behaviors</li> <li>○ Maintains two-way communication without defensiveness</li> </ul>	<ul style="list-style-type: none"> <li>○ Critiques own performance accurately</li> <li>○ Responds effectively to constructive feedback</li> <li>○ Utilizes feedback when establishing professional and patient related goals</li> <li>○ Develops and implements a plan of action in response to feedback</li> <li>○ Provides constructive and timely feedback</li> </ul>	<ul style="list-style-type: none"> <li>○ Independently engages in a continual process of self evaluation of skills, knowledge, and abilities</li> <li>○ Seeks feedback from patients/clients and peers/mentors</li> <li>○ Readily integrates feedback provided from a variety of sources to improve skills, knowledge, and abilities</li> <li>○ Uses multiple approaches when responding to feedback</li> <li>○ Reconciles differences with sensitivity</li> <li>○ Modifies feedback given to patients/clients according to their learning styles</li> </ul>
<p><b>8. Effective Use of Time and Resources</b></p> <p>The ability to manage time and resources effectively to obtain the maximum possible benefit.</p>	<ul style="list-style-type: none"> <li>○ Comes prepared for the day's activities/responsibilities</li> <li>○ Identifies resource limitations (i.e. information, time, experience)</li> <li>○ Determines when and how much help/assistance is needed</li> <li>○ Accesses current evidence in a timely manner</li> <li>○ Verbalizes productivity standards and identifies barriers to meeting productivity standards</li> <li>○ Self-identifies and initiates learning opportunities during unscheduled time</li> </ul>	<ul style="list-style-type: none"> <li>○ Utilizes effective methods of searching for evidence for practice decisions</li> <li>○ Recognizes own resource contributions</li> <li>○ Shares knowledge and collaborates with staff to utilize best current evidence</li> <li>○ Discusses and implements strategies for meeting productivity standards</li> <li>○ Identifies need for and seeks referrals to other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses current best evidence</li> <li>○ Collaborates with members of the team to maximize the impact of treatment available</li> <li>○ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations</li> <li>○ Gathers data and effectively interprets and assimilates the data to determine plan of care</li> <li>○ Utilizes community resources in discharge planning</li> <li>○ Adjusts plans, schedule, etc. as patient needs and circumstances dictate</li> <li>○ Meets productivity standards of facility while providing quality care and completing non-productive work activities</li> </ul>
<p><b>9. Stress Management</b></p> <p>The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.</p>	<ul style="list-style-type: none"> <li>○ Recognizes own stresses</li> <li>○ Recognizes distress or problems in others</li> <li>○ Seeks assistance as needed</li> <li>○ Maintains professional demeanor in all situations</li> </ul>	<ul style="list-style-type: none"> <li>○ Actively employs stress management techniques</li> <li>○ Reconciles inconsistencies in the educational process</li> <li>○ Maintains balance between professional and personal life</li> <li>○ Accepts constructive feedback and clarifies expectations</li> <li>○ Establishes outlets to cope with stressors</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates appropriate affective responses in all situations</li> <li>○ Responds calmly to urgent situations with reflection and debriefing as needed</li> <li>○ Prioritizes multiple commitments</li> <li>○ Reconciles inconsistencies within professional, personal and work/life environments</li> </ul>

			<ul style="list-style-type: none"> <li>○ Demonstrates ability to defuse potential stressors with self and others</li> </ul>
<b>10. Commitment to Learning</b>  The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors and skills.	<ul style="list-style-type: none"> <li>○ Prioritizes information needs</li> <li>○ Analyzes and subdivides large questions into components</li> <li>○ Identifies own learning needs based on previous experiences</li> <li>○ Welcomes and/or seeks new learning opportunities</li> <li>○ Seeks out professional literature</li> <li>○ Plans and presents an in-service, research or case studies</li> </ul>	<ul style="list-style-type: none"> <li>○ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice</li> <li>○ Applies new information and re-evaluates performance</li> <li>○ Accepts that there may be more than one answer to a problem</li> <li>○ Recognizes the need to and is able to verify solutions to problems</li> <li>○ Reads articles critically and understands limits of application to professional practice</li> </ul>	<ul style="list-style-type: none"> <li>○ Respectfully questions conventional wisdom</li> <li>○ Formulates and re-evaluates position based on available evidence</li> <li>○ Demonstrates confidence in sharing new knowledge with all staff levels</li> <li>○ Modifies programs and treatments based on newly learned skills and considerations</li> <li>○ Consults with other health professionals and physical therapists for treatment ideas</li> </ul>

## **DPT Program Probation, Suspension, or Dismissal**

A student may be placed on probation, suspension, or dismissed from the program for unsatisfactory performance in didactic or clinical education coursework, low cumulative GPA, or unethical or unprofessional conduct. Refer to the UTC Graduate Catalog for policies concerning academic probation and the statement of professional fitness, as well as appeal procedures.

## **DPT Program Leave of Absence**

A leave of absence request is for students once they have started the program and need to separate with the intention/plan to return.

The UTC DPT Program is a space-limited cohort program. Once a student begins the program, if they separate, regardless of timing, a leave of absence is considered by petition (letter of request describing the situation, need to separate, and specific request for future re-enrollment) to the department head.

The petition is considered and decided by the collective core faculty.

Leave of absences are not automatically granted; historically, they have been granted for primarily for medical/health reasons.

# **DPT Program Clinical Education Policies and Procedures**

## **Director of Clinical Education (DCE)**

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## **Clinical Coordinator**

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## **Philosophy**

Clinical Education provides students with opportunities to apply knowledge, skills and abilities gained from the didactic coursework in the clinical environment. Entry-level physical therapy practice encompasses safe and competent care delivered across a continuum. Practice includes a culturally, medically, educationally, economically, and demographically diverse patient/client population. Clinical education occurs at a variety of sites and includes experiences in the elements of patient/client management, consultation, education, critical inquiry, and administration.

## **Goal**

To prepare UTC DPT students for entry-level physical therapist practice upon graduation.

## **Definition of Entry-Level Performance**

“A student who is capable of functioning without guidance or clinical supervision managing patients with simple or complex conditions. At this level, the student is consistently proficient and skilled in simple and complex tasks for skilled examinations, interventions, and clinical reasoning. Consults with others and resolves unfamiliar or ambiguous situations. The student is capable of maintaining 100% of a full-time physical therapist’s caseload in a cost-effective manner.” *Clinical Performance Instrument (CPI)*. Alexandria, VA: American Physical Therapy Association; 2006.

## **Clinical Education Curriculum**

It is the collective core faculty’s responsibility to develop and implement the clinical education portion of the DPT curriculum. Clinical education is managed by the director of clinical education (DCE) and supported by the clinical coordinator.

While many DPT courses include clinical application outside the classroom with faculty supervision, clinical instructors (CI) who are physical therapists at contracted sites, will provide the supervision in the four Clinical Education courses”

PHYT 7133: Clinical Education I (7 weeks, 280 clinic hours) is an introductory clinical experience following successful completion of the first three semesters of didactic work. The experience occurs during the last half of the third semester. The student performs the elements of patient/client management with an emphasis on musculoskeletal dysfunction in an outpatient/ambulatory care setting.

PHYT 7231: Clinical Education II (7 weeks, 280 clinic hours) occurs during the sixth semester. The student performs the elements of patient/client management with an emphasis on the musculoskeletal, cardiopulmonary and integumentary systems and begins application of basic neuroscience principles in an acute care setting.

PHYT 7232: Clinical Education III (7 weeks, 280 clinic hours) occurs during the sixth semester. The student performs the elements of patient/client management with an emphasis on the neuromuscular, musculoskeletal, cardiopulmonary and integumentary systems in a rehabilitation setting with a focus on neurologic dysfunction. Development and delivery of a clinical in-service presentation is required.

PHYT 7332: Clinical Education IV (15 weeks, 600 clinic hours) is the final course of the curriculum and occurs during the eighth semester. Students have the opportunity to apply all knowledge, skills and abilities gained throughout the curriculum in a variety of settings. Focus on a specialty area is permitted.

These courses must be satisfactorily completed, beginning with PHYT 7133 and finishing with PHYT 7332. PHYT 7231 and 7232 may be completed out of course numeric order, depending on the needs of the facility and/or the DPT Program. All clinical education courses will be graded satisfactory/no credit.

## **APTA Clinical Performance Instrument**

The program subscribes to the APTA's Clinical Performance Instrument/PT (CPI) for clinical education student assessment.

## **Total Clinical Placement Systems**

The program subscribes to the Total Clinical Placement Systems (TCPS) for annual general clinical education training. This includes, but is not limited to HIPAA, blood borne pathogen/infection control, emergency preparedness.

HIPAA = The Health Insurance Portability and Accountability Act of 1996 is a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge.

## **Clinic Site Assignment Procedures**

Clinical education assignments will be made by the Director of Clinical Education (DCE). Students review the list of available slots, per placement, and are given the option to submit a preference list of the available slots for the appropriate placement. Each student's preference list is taken into consideration by the DCE, in addition to the educational and clinical needs of the student, the opportunities provided by the clinic site, and the needs of the UTC physical therapy program. Placement decisions are made at the discretion of the DCE based on student affective, cognitive, and psychomotor performance in both the academic and clinical settings, in consultation with other faculty as needed. Students are responsible for their own transportation, room and board, financial obligations for meeting clinic site-specific requirements, and health care while on clinical assignments. While UTC affiliates with some local physical therapy practices, students may be assigned to clinical sites in other parts of Tennessee and outside the state of Tennessee.

It is the policy of the program to require students to participate in clinical education experiences in a variety of settings and with a variety of types of patients. Students are required to participate in at least one acute care, one rehabilitation, and one outpatient musculoskeletal experience. To assure this process, the DCE follows the APTA's recommendation for the March 1<sup>st</sup> Mailer and sends a memo or electronic request through EXXAT ([www.exxat.com](http://www.exxat.com)) in March each year to all clinical sites with which the program has an active affiliation agreement for placements, requesting available slots for the following academic year. The request specifically addresses the desired patient population and practice experience for the respective clinical education experience, as well as the required dates. Sites respond by offering slots for experiences for which they are suited, in timeframes that meet the needs of the site. The DCE verifies the appropriateness of the information and then makes the slot list available for student review. The DCE is available to meet with the student to discuss clinical practice interest and clinical practice needs. Specific clinic site information is available on the clinic's website, as well as in EXXAT, if a Physical Therapy Student Evaluation-1 form (PTSE1) has been completed. The DCE can request additional site-specific information, as needed. Additionally, students are directed to review the site's website, when available. The students will have a minimum of 7 days to review the sites

available and rank their choices. The DCE will make final assignments. After placement, the student and the clinical site will be notified of the placement.

Students are not permitted to approach a physical therapist or clinical education site/staff to request a slot for placement and will not be eligible for any slot provided by the clinical education site, if found to have attempted to request a slot.

After assignments are made, the DCE conducts "Preparation for Clinic" seminars to prepare students for the upcoming clinical experience. Attendance is required.

## **Student Information Shared with Clinic Sites**

Three months prior to the clinical education experience, the program sends to Site Coordinators of Clinical Education (SCCE) student-specific information via a link to the student's personal profile in EXXAT. When necessary, student-specific information regarding previous clinical assignments may also be released to clinic sites through phone call or email communications with the program. Information that is visible on the student's EXXAT profile includes student image, personal information (name, nickname, school email, graduating year, cell and home phone numbers, emergency contact information), BLS certificate with CPR and AED, personal health insurance, TB test information, professional liability certificate, TCPS General Orientation certificate (attestations to completion of annual HIPAA, bloodborne pathogen, OSHA, etc. trainings), background check, drug screen, UTC's Verification of Clinical Requirements (physical exam, urine drug screen and immunizations) form, TCPS FERPA & Confidentiality certificate, N-95 Fit-test results (when applicable), and driver's license, as well as uploaded documents for items in link. Students are notified of the process and information that is released to clinic sites when they review and consent via electronic signature in EXXAT: "Checking this checkbox constitutes my electronic signature to release clinical requirement and previous site assignment information to clinic facilities and attests to the fact that all clinical requirement documents uploaded to EXXAT are completed in earnest, with no fraud on my behalf."

Additionally, the DCE may discuss educational needs of the student with the clinical instructor and/or SCCE, when determined necessary for student success.

## **Clinical Education Travel Expectations**

The program does not guarantee local clinical education site assignments. The process for clinical site assignments is described above. Students placed out of town are responsible for their travel to and from these locales, as well as local transportation, room and board, financial obligations for meeting clinic site-specific requirements, and health care while on clinical assignments. When students are placed locally, they remain responsible for local transportation, room and board, financial obligations for meeting clinic site-specific requirements, and health care.

## **Student Readiness for Clinical Education**

It is the collective core faculty's responsibility to evaluate and determine student readiness for clinic. While success (earning a "C" or better) in all DPT Program courses is a clinical education prerequisite, this does not guarantee the student's progression into clinical education. Prior to each clinical education course block, the faculty review each individual student for their readiness to engage in clinical education. This includes ethical, professionalism, and adult learning behaviors (affective domain) as well as physical therapy foundational and clinical management knowledge and skills (cognitive and psychomotor domains) necessary for the upcoming clinical education experience.

Faculty have the right to delay clinical education for remediation of academic, ethical, professionalism, and/or adult learning behavior deficiencies. Refer to the UTC Graduate Catalog for policies concerning academic probation and the statement of professional fitness, as well as appeal procedures. If there is an objection to student progress to clinical education, the specific affective, cognitive, psychomotor, professionalism, and/or safety concern(s) is(are) clarified and documented. A remediation plan is developed with a student learning

contract. The student must successfully complete all objectives of the student learning contract before progressing to clinical education. Students progress to clinical education courses only after the collective core faculty agree that they are on track and no concerns are expressed regarding professional behavior, ethical interactions, safety and didactic content to date.

For assessment prior to Clinical Education I (PHYT 7133), the faculty utilize the following knowledge, skills, and attitudes standards, adopted from the American Council of Academic Physical Therapy's (ACAPT) recommendations. This assessment occurs at the end of spring semester, year 1, with the condition that summer term 1 coursework (PHYT 7131, 7132) is also successfully completed for clinic readiness.

<b>Theme 1</b>	<b>The student has foundational knowledge to support application and synthesis in the following areas:</b>	
1.1	Anatomy (i.e., functional anatomy)	At least emerging
1.2	Common diagnoses related to systems review (e.g., medical, physical therapy)	At least emerging
1.3	Kinesiology (i.e., biomechanics, exercise science, movement science)	At least emerging
1.4	Physiology / Pathophysiology (related to general systems review)	At least emerging
1.5	Tissue mechanics (e.g., stages of healing, use/disuse, load/overload)	At least emerging
<b>Theme 2</b>	<b>The student meets program-specific curricular requirements including:</b>	
2.1	achieve minimum GPA (3.0)	Per Graduate School GPA calculation
2.2	meet minimum expectations for practical examinations	Per individual courses
2.3	remediation of any and all safety concerns	Per individual courses
<b>Theme 3</b>	<b>The student takes initiative to apply evidence-based strategies to:</b>	
3.1	generate interventions ideas	At least familiar
3.2	guide decision-making	At least familiar
3.3	measure outcomes	At least familiar
3.4	research unfamiliar information or conditions	At least emerging
<b>Theme 4</b>	<b>The student engages in self-assessment including:</b>	
4.1	self-assessment of the impact of one's behaviors on others	At least emerging
4.2	the understanding of one's own thought processes (metacognition)	At least emerging
4.3	self-reflection and identification of areas of strength and those needing improvement, development of a plan to improve, and discussion of that plan with instructors	At least emerging
4.4	seeking out resources, including support from other when needed, to assist in implementation of the plan	At least emerging
<b>Theme 5</b>	<b>Students utilize constructive feedback by:</b>	
5.1	being open and receptive, verbally/non-verbally	At least emerging
5.2	implementing actions to address issues promptly	At least emerging
5.3	reflecting on feedback provided	At least emerging
<b>Theme 6</b>	<b>Students demonstrate effective communication abilities within the following groups:</b>	
6.1	diverse patient populations	At least familiar
6.2	families and other individuals important to the patients	At least familiar
6.3	healthcare professionals	At least familiar

<b>Theme 7</b>	<b>Students exhibit effective verbal, non-verbal and written communication abilities to:</b>	
7.1	listen actively	At least emerging
7.2	demonstrate polite, personable, engaging, and friendly behaviors	Proficient
7.3	independently seek information from appropriate sources	At least emerging
7.4	build rapport	At least emerging
7.5	seek assistance when needed	At least emerging
7.6	engage in shared decision-making with patients	At least familiar
7.7	demonstrate a level of comfort and respect with patient handling	At least familiar
7.8	demonstrate empathy	At least emerging
7.9	use language and terminology appropriate for the audience	At least emerging
7.10.	introduce oneself to CI, clinical staff, and patients	Proficient
<b>Theme 8</b>	<b>Students are prepared to engage in learning through demonstrating:</b>	
8.1	accountability for actions and behaviors	At least emerging
8.2	resilience/perseverance	At least emerging
8.3	cultural competence and sensitivity	At least emerging
8.4	an eager, optimistic, and motivated attitude	At least emerging
8.5	respect for patients, peers, healthcare professionals and community	Proficient
8.6	open-mindedness to alternative ideas	At least emerging
8.7	punctuality with all assignments	Proficient
8.8	self-care to manage stress	At least emerging
8.9	responsibility for learning	At least emerging
8.10.	self-organization	At least emerging
8.11	taking action to change when needed	At least emerging
8.12	willingness to adapt to new and changing situations	At least emerging
8.13	appropriate work ethic	At least emerging
8.14	maturity during difficult or awkward situations with patients, families, and healthcare professionals	At least emerging
<b>Theme 9</b>	<b>Students recognize and address issues related to safe patient care including the ability to:</b>	
9.1	examination/re-examination (history, systems review, and tests and measures)	At least familiar
9.2	establish and document the problem list	At least familiar
9.3	daily interventions	At least familiar
<b>Theme 10</b>	<b>Student should recognize and address issues related to safe patient care including the ability to:</b>	
10.1	identify contraindications and precautions	At least emerging
10.2	assess and monitor vital signs	At least emerging
10.3	identify and respond to physiologic changes	At least familiar
10.4	assess the environment for safety, including lines, tubes, and other equipment	At least familiar
10.5	appropriately apply infection control procedures including universal precautions	At least emerging
10.6	provide assistance and guarding for patient safety	At least emerging
10.7	utilize appropriate body mechanics to avoid injury to self or patients	At least emerging
10.8	provide appropriate draping during patient care activities	At least emerging



<b>Theme 11</b>	<b>Student should demonstrate the following clinical reasoning skills for a simple/non-complex patient:</b>	
11.1	utilize the elements of the patient-client management model including address various body systems (cardiopulmonary, integumentary, musculoskeletal, neuromuscular) during the examination	At least familiar
11.2	articulate a clinical rationale in patient evaluation	At least familiar
11.3	develop goals that are linked to the patient's activity limitations and participation restrictions	At least familiar
11.4	determine appropriateness for therapy within scope of PT practice	At least familiar
11.5	interpret examination findings	At least familiar
11.6	screen to rule in/out conditions and concerns	At least familiar
<b>Theme 12</b>	<b>Student should have BOTH the understanding and skill to perform the following examination skills:</b>	
12.1	balance assessment	At least familiar
12.2	chart review to extract relevant history	At least familiar
12.3	dermatome screening	At least familiar
12.4	functional mobility assessment	At least familiar
12.5	gait assessment	At least familiar
12.6	goniometry	At least emerging
12.7	interview / history taking	At least emerging
12.8	lower quadrant screening	At least familiar
12.9	manual muscle testing	At least emerging
12.10.	muscle length testing	At least emerging
12.11	myotome screening	At least emerging
12.12	reflex testing	At least emerging
12.13	sensory examination	At least emerging
12.14	medical screening for red flags	At least familiar
12.15	systems review	At least familiar
12.16	upper quadrant screening	At least familiar
<b>Theme 13</b>	<b>Student should have the understanding and skill to perform the following interventions:</b>	
13.1	prescribe, fit, and instruct patients in proper use of assistive devices	At least familiar
13.2	functional training (including bed mobility, transfers, and gait) with appropriate guarding and assistance	At least familiar
13.3	individualized patient education	At least familiar
13.4	therapeutic exercise: specifically strengthening	At least familiar
13.5	therapeutic exercise: specifically stretching	At least familiar
13.6	therapeutic exercise: specifically aerobic exercise	At least familiar
<b>Theme 14</b>	<b>Student should recognize and follow specific professional standards, including:</b>	
14.1	appropriate dress code	Proficient
14.2	core values identified by the APTA accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility	At least emerging
14.3	Code of Ethics identified by the APTA	Proficient
14.4	clinical expectations specific to setting	At least emerging
14.5	HIPAA regulations	At least emerging
14.6	legal aspects related to patient care	At least emerging
14.7	obligations of the patient-provider relationship	At least emerging

14.8	passion for the profession	At least emerging
14.9	patient rights	At least emerging
14.10.	maintaining professional boundaries	At least emerging
14.11	understanding physical therapy's role in the healthcare system	At least emerging

To progress to Clinical Education II and III (semester 6), students must successfully complete all courses, including Clinical Education I, in semesters 1-5. For Clinical Education III, students are certified pending no red flag items or critical incidences in the immediately preceding Clinical Education II. If issues exist, they are handled through collective core faculty consultation and discussion; progression decisions are made by the collective core faculty.

To progress to Clinical Education IV (semester 8), students must successfully complete all courses, including Clinical Education I, II, and III, in semesters 1-7. If issues exist, they are handled through collective core faculty consultation and discussion; progression decisions are made by the collective core faculty.

## Patients' Rights to Refuse SPT Treatment

Students must identify themselves as a Student Physical Therapist (SPT) and receive consent to treat at the initiation of each patient/client visit. Patients/clients have the right to refuse treatment by a SPT, in whole or in part, at any time. Additionally, patients/clients have the right to rescind consent, at any time.

## Clinical Education Standards and Expectations

Students participating in clinical education experiences are representatives of the UTC Doctor of Physical Therapy program. Students must maintain consistent, open communication with the DCE during the clinical education experience. The DCE is the course coordinator and faculty of record for all clinical education courses and will serve as advisor, facilitator, and monitor, as well as is the individual responsible for assigning grades. To meet the expectations at the sites, all students must complete the following requirements for each clinical experience, per the deadlines indicated in each course-specific syllabus or via Canvas or email communications:

- Contact the Site Coordinator of Clinical Education (SCCE) prior to the beginning of the experience to confirm arrangements.
- Review the clinic sites' information via the clinic's website, and the Physical Therapy Student Evaluation--1 (PTSE1) in EXXAT, if available.
- Review the assigned site's Affiliation Agreement, or contract.
- Provide the clinic site with required documentation to meet the site's requirement for evidence of health insurance coverage, specific immunizations, health screening, TB tests, drug screen, current CPR certification, background check or any other requirement per the site. It is the responsibility of the student to identify the requirements and provide evidence of completion to the facility and/or educational program. Failure to meet any requirement may result in a delayed beginning, or cancellation of the experience. This may jeopardize timely completion of the course and continuation in the program. Students are advised to maintain their own copies of all immunization records and physical exams, etc.
- Attend all assigned days of the clinical experience. Clinic Attendance: Students are expected to attend clinic on a full-time basis, weekly, following the assigned clinical instructor's (CI) schedule (or as dictated by the CI/SCCE in the event the CI is absent). Students are expected to work the clinic's schedule, regardless of university closings. A) If the student's assigned Clinical Instructor has a scheduled day off that prohibits the student's ability to complete the regular work week, it is the student's responsibility to ensure that an adequate make-up plan has been implemented with the CI and/or SCCE, as needed, and approved by the DCE, in advance of the make-up time being completed. B) If the student experiences an emergency that prevents attendance (illness, transportation, weather, etc.), the student must notify the DCE immediately, via text message. Additionally, the student must notify the CI and/or SCCE (as determined by the clinic site's preferences), immediately (students should discuss and make a plan with their CI on the first day of clinic re: communication in emergency situations). These communications must occur prior to the student's planned start time. Missed time may delay completion of degree requirements and could jeopardize the student's

continuation in the clinical experience and in the program. There are no excused absences in Clinical Education. All appointments and events should be scheduled prior to beginning or after ending Clinical Education placements, or during non-clinic working hours, including weekends, in such a way that the schedule (including necessary travel) does not overlap with the clinical placement. In the event the student will be late to clinic, the student must contact the DCE, CI (and SCCE if dictated by the clinic) prior to the scheduled beginning time. Criteria #2 in the CPI includes assessment of punctuality. If tardiness is a significant concern, it will result in a failing grade for the clinical education course. Students are responsible for coordinating with their CI and/or SCCE to schedule make-up time for any emergency absences, and the make-up plan must be submitted to the DCE for approval prior to the student completing the make-up time. Full day absences require full day make-up to maintain the integrity of the placement. Because typical clinical education includes assignments outside of clinic time and overtime, home assignments/research/clinic work or early ins and late outs do not count as make-up time. If the site is unable to accommodate, the student must contact the DCE within two days of returning to the clinic to determine additional remediation work. The student must document the emergency absence and make-up schedule in EXXAT's My Leave section, after the time has been made-up.

- Students who have a proposal or abstract (education session, platform, poster) accepted for presentation at state or national conference may petition the department head for permission to miss up to 2 days of clinical education for their presentation and engagement in the conference professional development activity. In the case of clinical education, the director of clinical education will discuss the opportunity with the site coordinator of clinical education and/or clinical instructor to determine whether the absence is possible without compromising patient care. In Clinical Education IV, time spent at conference may be made up per clinic preference. In Clinical Education I – III, all time missed will be made up.
- Complete a self-assessment at mid-term and final using the CPI. Students must review their self-assessment with the CI. The CI must complete an assessment of student performance at mid-term and final using the CPI. Students must review their CI's assessment with the CI. The DCE will review afterwards.
- Complete all assignments made by the DCE and CI willingly, thoroughly, promptly, and satisfactorily. The consequence of failing to meet this requirement is noted in the following section: "Interruption of Clinical Education Coursework." Assignments by the DCE and CI may be outside of the timeframe defined for the placement.
- Take necessary supplies (e.g., notebook and pen for note taking, goniometer, reflex hammer, measuring tape, stethoscope, and gait belt) and texts and notes to clinical setting each day of the experience.
- Adhere to all policies and procedures of the clinical site. Failure to do so may result in termination of the experience.
- Complete an evaluation of the clinical site (PTSE1 and CI(s) Physical Therapy Student Evaluation 2 (PTSE2) Mid-Term and Final. Review the results with the CI(s) before submitting the evaluation(s) to the DCE via EXXAT.
- Submit CI Clinical Hour information via EXXAT, as directed by the DCE.

Any documents used by students that include patient protected health information, as described in the Health Insurance Portability and Accountability Act (HIPAA), must abide by the HIPAA guidelines. All students are required to complete the HIPAA online learning module from Total Clinical Placement System (TCPS). This policy applies to patients/clients seen in the classroom/laboratory and all clinical settings.

Course assignments (e.g., Developing a Case Report; DPT2 year) exist in which students bring clinic materials into the classroom/laboratory. In such cases, permission must be provided by the clinic with the appropriate clinic authorization and patient/client consent forms executed.

Students are expected to respect the ownership of materials obtained from clinical sites by always indicating the source of the material during any presentations in class related activities. Examples of such materials include clinical forms and protocols and administrative forms and guidelines. These materials are not to be distributed to classmates or other individuals without the express permission to do so from the developer of the materials.

CLINIC ATTENDANCE NOTE: COVID-19 has necessitated clinical education absences for quarantine or isolation. For the DPT Classes of 2020, 2021, 2022, and 2023, excused absences may have been approved

with no requirement for make-up time per CAPTE COVID-19 guidance. In the 2021-22 academic year, all COVID-19 related absences required make-up. In the 2022-23 academic year, additional adjustments may be required. In all such cases, the clinical education course objectives and standards do not change, and all adaptations that are made are consistent with CAPTE COVID-19 guidance.

## **Clinical Education Course Interruption**

Based on student performance at any point during the clinical education experience, the DCE, SCCE, CI, or student may determine that it is necessary to interrupt or discontinue the experience. Circumstances that may result in interruption or discontinuance of clinical education include, but are not limited to the following:

- Failure to practice in a safe manner that minimizes risk to patient, self, and/or others
- Failure to present self in a professional manner
- Failure to demonstrate professional behavior during interactions with others
- Failure to adhere to ethical practice standards
- Failure to adhere to legal practice standards
- Failure to adhere to clinic site requirements
- Failure to demonstrate potential for success

Interruption of the clinical experience for any of the above reasons will result in a grade of “no credit” for PHYT 7133, 7231, 7232, and 7332. The final decision rests with the DCE, as the faculty of record for each course.

## **Resumption of Clinical Education**

The faculty bears responsibility for determining when and if a student is ready to resume clinical education coursework. If the student is allowed to resume, assignments will be determined by the DCE depending on clinical site availability and the specific needs of the student.

## **Clinical Education Failure**

In the event a student receives “no credit” in PHYT 7133, 7231, 7232, or 7332, the student will be denied progression in the program. The first time the student does not satisfactorily complete a clinical education course, that student will have the privilege to petition for remediation. In some circumstances, the faculty may approve for a student to return to didactic classes while concurrently remediating clinical education.

## **Clinical Education Remediation**

Students are allowed to remediate only one clinical education course while enrolled in the DPT program. Thus, the failure of two clinical education courses automatically results in dismissal from the physical therapy program.

## **Process for Clinical Education Remediation Petition**

1. Upon failure of a clinical education course, the student must begin the petition process by completing Step I of the Practical Exam/Final Exam/Course Failure Petition for Remediation & Retest Form (located on Canvas/UTC Learn) and submitting it to the department head.
2. In Step II, the department head, course faculty, and Student Advisement, Retention, and Progression Committee will review and grant or deny the petition.
3. If the petition is granted, Steps III-VI are followed. If the petition is denied, the student does not receive clinical education remediation and fails the course.
4. Step V reports the clinical education remediation result.
5. If the student fails the clinical education remediation, the student fails the course.

## **Clinical Education Grade Appeal**

The DCE has the prerogative and responsibility to determine, in accordance with their best judgment, the grade for each student enrolled in clinical education courses. Should a student feel that their rights have been jeopardized by unfair, arbitrary, or malicious exercise of faculty grading prerogative, the student may appeal a

grade. Failure to receive the grade desired is not sufficient reason to appeal a grade. The appeal process is clearly defined in the UTC Graduate Catalog.

## Audio Recording, Photography, Video Recording, and Internet and Social Media Posting

Audio recordings, photos and videos should not be taken or distributed without the express consent of the individual(s) in the image. This includes classmates, faculty, and guests. Infractions are considered professional behavior violations.

Students provide photography release as part of their university admission. If a student identifies an audio recording, photo, and/or video taken by university personnel that they do not wish to be utilized/distributed, they should notify the department head.

### Authorization for Photography and/or Video Recording

Faculty, staff, and students will obtain written authorization for photography and/or video recording for educational purposes from all individuals. Obtain a consent from a PT faculty or staff member. Records should be maintained for 5 years.

### Authorization for Internet or Social Media Posting

Faculty, staff, and students will obtain written authorization from all individuals prior to posting personal images or other information on the internet or social media. Obtain a consent from a PT faculty or staff member. Records should be maintained for 5 years.

## Attendance

- Each student is expected to attend all scheduled class and laboratory sessions, whether on or off campus.
- Students are expected to be on time. Students who are habitually late will be subject to disciplinary measures. Individual syllabi standards and penalties apply.
- Students who have a proposal or abstract (education session, platform, poster) accepted for presentation at state or national conference may petition the department head for permission to miss up to 2 days of class or clinical education for their presentation and engagement in the conference professional development activity. In the case of clinical education, the director of clinical education will discuss the opportunity with the site coordinator of clinical education and/or clinical instructor to determine whether the absence is possible without compromising patient care. In Clinical Education IV, time spent at conference may be made up per clinic preference. In Clinical Education I, II and III, all time missed will be made up.
- **In the event that a student is unexpectedly ill and must miss class, the student must notify the department by sending an email to [sptabsences@utc.edu](mailto:sptabsences@utc.edu) (include student name in the email subject header).** This single email will go to all faculty and ensures all faculty receive timely notification with minimal student effort while they are ill. Students may be asked to verify their illness with appropriate documentation and/or meet with the department head. The department head will follow up with the student as needed. Illness-related absences are excused absences. The student is responsible for all missed course content and associated assignments. It is the student's responsibility to use available resources to obtain the missed information.
- **In the event that a student must miss a class for an appointment or other event/issue, they are expected to seek permission from the department head as soon as possible in advance of the absence.** Email the department head with name, date(s) of anticipated absence and reason for absence. Permission may be granted as an excused or unexcused absence. Once permission is received, it is the student's responsibility to notify the course faculty of planned absence and the department head will notify the course faculty as to whether the absence is excused or unexcused. The student is responsible for all missed course content and associated assignments. It is the student's responsibility to use available resources to obtain the missed information. The opportunity to submit make-up work with or without penalty, is left to the discretion of the course faculty per their syllabi.
- Following significant illness and/or surgery, students may be required to receive medical clearance before returning to class, lab, and/or clinic activities. The student must disclose and discuss their situation with

the department head and as needed, work with their primary care provider to provide medical clearance documentation via the Return to School/Clinic Form (available on Canvas/UTC Learn).

- Where possible, faculty will work with students to identify ways to complete course requirements but are not required to change or offer additional modalities. Makeup work must be completed according to the plan devised by the instructor in coordination with the student. It remains the student's responsibility to complete any missed work such as assignments, tests, quizzes, labs, or projects outside of scheduled class time. Please realize that class will continue, and students may find themselves in the situation where they are unable to complete work in a timely manner. In such a case, students may consider requesting an Exception to the Withdrawal Deadline or an incomplete grade.
- An incomplete course grade may result in the inability to progress to the next DPT Program semester.
- **Missing more than 3 consecutive days of class for any reason triggers a review of the situation by the PT Department's Student Advisement, Retention & Progression Committee.** The DPT Program is time and content intensive and comprehensive; missing more than 3 consecutive days of classes may result in an inability to complete the current semester. It is the Student Advisement, Retention & Progression Committee's responsibility to determine whether it is realistic for a student to continue in the program after extended absence(s). In such cases, the department head will contact the student to discuss and explore student options.

## **Classroom/Laboratory Behavior and Safety**

### **Standard Precautions**

Standard precautions are used for all patient care. They are based on a risk assessment and make use of common-sense practices and personal protective equipment use that protect healthcare providers from infection and prevent the spread of infection from patient to patient. DPT students receive instruction on standard precautions in PHYT 7111 (1st semester, 1st year) and are expected to apply them throughout their DPT education. N95 respirator fit testing occurs in the 2<sup>nd</sup> year of the program.

### **Consent and Privacy**

Students are expected to respect the rights, safety, dignity, and privacy of all individuals associated with the program. Students should particularly be attuned to the safety and privacy of patients and others who are guests in the classroom. It is the student's responsibility to obtain individual consent for all activities.

### **Environment Conducive for Learning**

Discussions in class convey important information, and quiet attention is essential when an instructor, guest and/or class member is speaking.

### **Cell Phone and Electronics Use**

Technology (phones, tablets, computers, etc.) should be used for educational purposes only during scheduled classes and labs. Due to limited space in classroom and laboratory activities, students are not guaranteed power outlets. The PT Department and faculty are not responsible for the safety of any such devices and students bring them to class/lab at their own risk.

During an exam, students may request to use the restroom as needed. They may not take their cell phone, smart watch, or other electronic device with them to the bathroom.

### **Change in Health Status**

Students should report to the department head any change(s) in health status that may affect performance in the program (i.e., surgery, injury, illness, etc.). If the situation requires medical intervention, the student will not be allowed to attend class/lab or work with patients until a primary healthcare provider's written release (Return to School/Clinic Form – posted on Canvas/UTC Learn) to resume activities is received. The department head will decide in each individual case whether the student may continue in the program.

## **Therapeutic Touch**

Foundational clinical skills of physical therapists include therapeutic touch and palpation. Students are expected to maintain an attitude of respect and courtesy toward colleagues, faculty, staff, supervisors, and patients/clients. All students are expected to inform and obtain consent to perform all therapeutic techniques, including positioning, draping, and touching.

It is necessary for students to wear athletic attire for many lab experiences. Women, on occasion, will need to wear sports bras for lab sessions. Men, on occasion, will need to remove their shirts for lab sessions.

Students are expected to respect and honor the religious and cultural values of all individuals with respect to dress and touch. Students must always inform and obtain consent prior to initiating any procedure.

Requests for therapeutic touch accommodation should be submitted to the department head.

## **Confidentiality**

Any documents used by students that include patient protected health information, as described in the Health Insurance Portability and Accountability Act (HIPAA), must abide by the HIPAA guidelines. All students are required to complete the HIPAA online learning module from Total Clinical Placement System (TCPS). This policy applies to patients/clients seen in the classroom/laboratory and all clinical settings.

Course assignments (e.g., Developing a Case Report; DPT2 year) exist in which students bring clinic materials into the classroom/laboratory. In such cases, permission must be provided by the clinic with the appropriate clinic authorization and patient/client consent forms executed.

Students are expected to respect the ownership of materials obtained from clinical sites by always indicating the source of the material during any presentations in class related activities. Examples of such materials include clinical forms and protocols and administrative forms and guidelines. These materials are not to be distributed to classmates or other individuals without the express permission to do so from the developer of the materials.

## **Skill Practice and Simulation**

Physical therapy skills are commonly taught through demonstration and learned through practice. Faculty and students must fully communicate any concerns regarding the demonstration or practice of skills prior to initiation. Verbal consent must be obtained from the individual role playing or simulating a patient. Skills must not be practiced prior to when they are taught in the curriculum. For example, students should not pop wheelies when using wheelchairs until they are taught how to safely practice the skill with appropriate guarding in place. Similarly, students should not practice joint mobilization until they have been taught the skill and have been checked off as competent.

## **Equipment Use**

Students should not use equipment until they are taught how to perform safety checks and appropriate use.

Each summer a durable medical equipment vendor is contracted to evaluate, repair, and/or replace wheelchairs as necessary. Likewise, each summer, an equipment technician is contracted to calibrate electrical devices.

Equipment that is not in safe working order must be removed from use and labeled accordingly. Students should notify the administrative assistant when a piece of equipment is not in safe working order so that they may manage repair or replacement.

## **In Case of Injury**

When an injury occurs in class or lab, the medical management of the individual is the priority. Students must notify the department head or administrative assistant as soon as possible. Once the student is provided with necessary care and deemed stable and safe, documentation will be completed outlining the cause of injury and



any related factors. Witness names will be documented, as well. This documentation will be shared with UTC risk management.

## Professional Appearance and Dress Code

Students who are not willing to abide by the following dress code rules have the option of not attending the UTC DPT program. Lack of compliance with the dress code is considered a violation of professional conduct.

For clinical education experiences, students are expected to abide by the dress code of the assigned facility. A lab coat worn over street clothes may be required by some facilities; Other sites may require a specified color of scrubs (common in hospitals and skilled nursing facilities). At a defined time prior to their clinical education course, students will be directed to contact the Site Coordinator of Clinical Education to inquire about dress code policies. Students are personally responsible for obtaining the clothing needed to meet the dress code required by the assigned site.

When patients and/or guests are invited to UTC DPT facilities, and when the class participates in scheduled educational activities off campus, students are expected to abide by the following dress code.

- Students are expected to dress in smart casual or business casual attire unless the day's tasks require otherwise.
- Students must always present a clean, professional appearance. Everyone is expected to be well-groomed and wear clean clothing, free of holes, tears, or other signs of wear.
  - Clothing with offensive or inappropriate designs or stamps is not allowed.
  - Jeans, shorts, sleeveless tops, shirts with midriff exposure, or logoed t-shirts are not allowed.
  - Athletic wear is not allowed (i.e., leggings, jeggings, yoga pants, joggers).
  - Clothing should not be skintight or revealing. Students should stand in front of a full-length mirror and move, noting whether skin shows between pants and top. Skin should not be revealed when practicing physical therapy. Move = deep squat, bend, and reach to floor and overhead.
- Flat closed-toe shoes with appropriate socks/hosiery. Clean athletic shoes are acceptable.
- Jewelry may only be worn conservatively. Pendant necklaces, bangle bracelets, large dangling earrings, and fashion rings are not allowed. Other than small earrings, no visible piercings are permitted, to include nose and/or tongue. Nose piercings must be plugged, matching skin tone.
- Hair must be kept neat and clean. No unnatural hair color is allowed. No hats are allowed.
  - Hair should be secured back away from the face, in support of communication and infection control.
- Perfumes and colognes are not allowed.
- Natural nails must be kept closely trimmed and less than 1/16 inch long.
  - If nail polish is worn, it cannot be chipped, cracked or peeling.
  - Artificial (acrylic) nails are not allowed. Artificial nails are defined as substances or devices applied to natural nails to augment or enhance the nails. This includes, but is not limited to tips, wrappings, tapes, gels, dips, and inlays. These nail requirements support infection control.
- Students must wear their UTC ID tags at collar or chest level indicating "PT Student."
- Clothing and grooming styles dictated by religion or ethnicity may be exempted by the department head.
- Chewing gum is not allowed.

## Lab Attire

It is necessary for students to wear athletic attire for many lab experiences. Women, on occasion, will need to wear sports bras for lab sessions. Men, on occasion, will need to remove their shirts for lab sessions.

Students are expected to respect and honor the religious and cultural values of all individuals with respect to attire.

Request for lab attire accommodation should be submitted to the department head.

## **Access to Instructional Areas Outside of Business Hours**

The program's instructional areas are made accessible to DPT students through swipe card access. Please observe the following rules associated with this privilege:

- Do not share your swipe card with anyone.
- Assure that all primary doors lock behind when leaving.
- Do not bring guests to the Anatomy Lab.
- Do not remove furniture from its assigned room unless directed to do so.
- Do not perform practice PT interventions until fully instructed and directed by faculty.
- Maintain the orderliness and cleanliness of all areas.
- Refer to posted notices for times when the building will be closed.
- Students may access the Mapp Building after regular business hours to study and practice. In order to access the building, Campus Police may be contacted by phone at 423/425-4357. Students must provide their name and UTC ID to the campus police. Upon verification, an officer will be dispatched or provide remote access to the building. The student may be asked to present a current UTC ID card. To maintain safety and security, students must not prop the Mapp Building's outside doors open once access to the building has been obtained.

## **Equipment Checkout**

Department equipment is available for use outside of scheduled class hours. It may also be checked out with faculty permission. Following training in safety checks and appropriate use, students must check equipment prior to each use to ensure safety. Equipment that is not in safe working order must be removed from use and labeled accordingly. Students should notify the administrative assistant when a piece of equipment is not in safe working order so that they may manage repair or replacement.

All equipment must be signed out and signed back in upon return of the equipment. Students needing to use camera and/or video recording equipment should consult with the department's administrative assistant for equipment access and calendar coordination. Additional camera and video recording equipment is available for student checkout through the UTC Library.

## **Food/Drink in Instructional Areas**

It is difficult, if not impossible, to maintain cleanliness and equipment safety with many people confined to a limited area. For this reason, the following policies exist:

- Eating and drinking (exception: water bottles) are discouraged in the classrooms or laboratories in the building due to risk of attracting rodents and/or insects. Refrigerators are in the locker room and microwaves are in the student lounge. Students are encouraged to eat in the student lounge, outdoor classroom, or lobby outside the department office.
- Students must maintain a clean environment when eating and drinking anywhere in the building. Students are responsible for cleaning areas after use.

## **Pets on Campus**

For reasons of safety, health and sanitation, pets of any type are not allowed in any university owned or leased building. Exceptions:

- Service animals as defined by the Americans with Disabilities Act of 1990.
- Approved research animals as used in accordance with the UTC Department of Biological and Environmental Sciences Animal Care and Use Policy.
- Animals professionally trained for theatrical purposes and directly supervised by show personnel within a controlled environment.

Dogs or other domestic animals on university grounds must be in the control of their owners in accord with the ordinances of the City of Chattanooga. Under no circumstances should animals be allowed to run loose or be

tied to buildings, handrails, trees, bicycle racks, or other objects. Any infractions or complaints should be brought to the attention of Campus Police, 423/425-4357.

## **Academic Calendars and Semester Course Schedules**

The department does not necessarily follow the UTC academic calendar. This is due to the scheduling of clinical education and student breaks. The DPT summer semester/term schedules will not follow the University calendar. Please refer to the academic year (AY) calendar posted on Canvas/UTC Learn > Class of 202X group tile. Students should consult with the department head before scheduling any major events to avoid potential conflicts (e.g., weddings, vacations).

The department also does not follow the typical UTC schedule of classes (i.e., MWF, TR). Please refer to the semester weekly schedules posted on Canvas/UTC Learn > Class of 202X group tile.

## **Unscheduled Administrative Closings**

In the case of any unscheduled administrative closings (e.g., inclement weather, facility maintenance), make up class time will be negotiated between individual faculty and student cohorts to cover missed time. This may involve adding extra hours to daily and/or weekly schedules.

## **Technology Requirements**

All DPT students must have a personal computer/device. A laptop is preferred, although a tablet may be utilized provided it meets the technical requirements for utilizing UTC Learn and associated online testing security (Proctorio – see below). It is the student's responsibility to ensure that their computer/device is compatible with and appropriately set up for UTC Learn and Proctorio classes begin and online examinations. Students may obtain assistance through UTC's Information Technology Department (<https://new.utc.edu/information-technology>), UTC Learn (<https://www.utc.edu/learn/>) and Proctorio Support (<https://proctorio.com/support>).

DPT students are expected to have working knowledge of internet search engines and access with working knowledge of Adobe Acrobat, Microsoft Word or Google Docs, Microsoft Excel, Microsoft PowerPoint, Zoom, and YouTube. A working knowledge of the UTC Library website and interlibrary loan is also needed. Students need working knowledge to take photographs and videos and include those in assignments; a phone camera/video is adequate.

## **Proctorio Examination Security Software**

Use guidelines:

Before starting, go to Proctorio Support ( <https://proctorio.com/support> ) and make sure you have completed all of the steps under "Setting Up Proctorio." From the support page, you can start a live chat or email to get help, visit "Frequently Asked Questions" to learn what the webcam / voice recording is capturing and who has access, and discover the minimum requirements of the computer you will use to take Proctorio-Proctored exam.

Immediately prior to taking a Proctorio-Proctored exam, you should do the following:

1. Close out all of the tabs/programs running on your computer.
2. Shutdown/Restart your computer (This will "clean out the cache" and ensure all programs that might be running in the background are closed down. This frees up RAM for taking the exam, making crashes less likely.)
3. After restarting your computer, make sure that your webcam and microphone are enabled. Ensure any programs you have set to start up along with your computer have been quit (not just closed).
4. Turn your cell phone off or to airplane mode. This will prevent any pop up messages linked with your phone.
5. You should take your exam in a room without additional students/individuals.
6. Open Google Chrome, then Canvas, then your exam (just as you usually do).
7. Once you have started the exam, you must remain seated in front of the computer, with the webcam/microphone enabled. This means that you must make sure you have taken care of personal needs prior to starting the exam. Also, you must be groomed and wear attire appropriate in the classroom. Your eyes, nose, mouth, chin and hairline must be clearly visible and unobstructed. You may not wear a

hat/cap during the exam, unless the head covering is worn for religious purposes. Overhead lamps or other visible lights in the background should be avoided. Adjust your position or lighting in the room to make lighting even in front of and behind you. Dim all light sources, such as an open window or lamp beside/behind you so that your face is evenly lit. Make sure there is no bright light/open window behind you. You may not wear sunglasses or heavily tinted glasses during the exam. If you must wear such glasses for medical reasons, you will need to contact your professor.

8. You may not use a pen/pencil or paper during the exam. A "scratch pad" will be provided (through Proctorio) on your computer and you may use this "scratch pad" during the exam to make notes, draw, doodle, etc. This "scratch pad" will be erased when you close out of the exam.

If you experience technical difficulties while taking the Proctorio-Proctored exam... DON'T PANIC! Contact your instructor by text/call to their cell phone to alert them. You may also contact Proctorio Support. You will be assisted to re-enter the exam.

### **Unicheck Plagiarism Review Software**

The faculty reserve the right to submit papers to the UTC Learn/Canvas text-matching software (Unicheck) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student per UTC's Student Code of Conduct and Honor Code.

### **Student Employment**

Transition from academic study in undergraduate college or university settings to a professional curriculum requires many adjustments. The normal expectations for success through academic endeavors can be more difficult to attain because of the contact hours required in the department's curriculum and the subsequent constraints on time. Each student needs time away from class to reexamine principles presented daily and pursue the study of content upon which the next day's work is based. There is also the need for health and pursuit of personal interests.

Classes vary from semester to semester and are scheduled throughout the day. Therefore, if employed, students must wait until the semester's syllabi and schedules are released and discussed in classes before making employment commitments. Students are not released from DPT Program commitments due to employment conflicts. Students are discouraged from seeking employment in the fall semester of the first year of the program. If it is necessary to seek part-time employment during the DPT Program, students are encouraged to discuss their employment plan with their faculty advisor.

### **Cohort Organization**

Following Labor Day in the fall semester of the first year, the DPT1 class will elect the following officers:

- President: To call and conduct class meetings, and act as liaison with the department head and faculty. Works with other OTD and DPT class presidents to coordinate community activities such as the beginning-of-year picnic and Halloween party. Coordinates with PT program coordinator to assign Bigs/Littles for incoming class.
- Vice President: To assist President or act in the absence of the President
- Secretary(ies): To record meeting minutes and/or manage class correspondence (thank you notes, birthday cards); create and disseminate a master monthly calendars each semester.
- Historian(s): To maintain photographs and videos and document history of the class; Submit photographs for Mapp monitors; Create class video for graduation banquet.
- OT Liaison: To coordinate between PT and OT classes events and study support materials.
- Social Chair(s): To organize social activities for the class
- Intramural Chair(s): To remain aware of all intramural opportunities and coordinate teams' rosters and registrations; Submit to department head championships for engraving on department plaques.

- T-Shirt Chair(s): To design and order cohort merchandise. Note all designs must have prior approval from the department head and use only UTC approved vendors.
- APTA Representative(s): To facilitate awareness, communication and engagement in local, state, regional, and national professional meetings and events.
- Additional elected positions may be determined by individual classes.

Within the first week of fall semesters in the DPT2 and DPT3 classes, students will also hold elections for all officer positions.

## **Use of UTC Name and/or Logos**

Students may order clothing and other items with UTC and/or physical therapy printed on them. However, these items and their designs must be approved by the department head in advance of their production and will follow all university regulations with regard to branding. Only UTC approved vendors may produce merchandise with the UTC name and/or logos.

## **Email Communications**

To enhance student services, the Department of Physical Therapy and the University will use student UTC email address ([UTCID@mocs.utc.edu](mailto:UTCID@mocs.utc.edu)) for communication. Students are expected to check their UTC email on a daily basis, including clinical experiences. Students having problems with accessing their email account, should contact the UTC Help Desk at 423/425-4000.

## **Lockers**

The student locker room is unisex. Privacy for changing clothes is available in the restrooms. Student lockers are assigned, and codes provided during orientation. Students maintain the same locker throughout the program.

## **Mailboxes**

### **Student Mailboxes**

Student mailboxes are assigned during orientation. Students are expected to check the boxes regularly since this one mechanism for returning graded coursework. Personal mail should be directed to a student's personal home address.

### **Faculty Mailboxes**

Faculty mailboxes are in the copier room of the main office suite on the 2<sup>nd</sup> floor, Mapp Building. Students may access this space to place materials in a faculty member's box.

## **Department Phone/Fax Use**

From time-to-time, students may receive phone calls via the departmental office. In cases of emergency calls, the faculty and staff will make every effort to deliver the message immediately. In the case of non-emergency calls, the message will be delivered to the student at a class break or, if the student is gone for the day, placed in the student's mailbox.

Students may use the departmental fax machine with the permission of the faculty or staff.

## **Job/Career Opportunities**

Job/Career opportunities received by the department for 3<sup>rd</sup> year DPT students and/or new graduates are posted as announcements and emailed to students through the Learning Management System / Canvas.

## **Bulletin Boards**

Bulletin boards are provided in the students' mailroom, lounge, and locker room. These are intended for student use but may also be used to display volunteer opportunities.

**Gross Anatomy Laboratory**

# **Gross Anatomy Laboratory**

## **Director**

June Hanks, Associate Professor  
423-425-4046  
June-Hanks@utc.edu

## **Location**

Mapp Building, Room 236

## **Policies**

1. Admission to laboratories is restricted to students registered in gross anatomy dissection courses and to Department of Physical Therapy, Occupational, and Athletic Training faculty. No visitors are permitted without advance specific permission from the primary course instructor. In the event that an individual without specific permission is found in the gross anatomy laboratory, security may be called, and the individual escorted from the building. The policy applies 24 hours a day, 7 days a week.
2. Dissection material is a gift to enhance learning. All dissection material must be respected and treated in a manner above reproach and befitting students of the health sciences professions. Respect for dissection material includes appropriate draping of all parts not currently being dissected and maintenance of the hydration status of the dissection material.
3. All students are responsible for maintaining organization and cleanliness in the laboratory at all times.
4. Eating and drinking are prohibited in the laboratory.
5. Doors to the hallway and between the classroom and laboratory must be kept closed at all times.
6. No anatomical materials, teaching aids or special equipment may be removed from the teaching area at any time without the specific permission of the course director. Osteology study sets and models may be used in the active learning classroom spaces.
7. NO PHOTOGRAPHS OR VIDEOS OF DISSECTION MATERIAL ALLOWED UNDER ANY CIRCUMSTANCE, UNLESS SPECIFICALLY APPROVED BY THE DIRECTOR OF THE ANATOMY LAB. NO PHOTOGRAPHS OR VIDEOS OF DISSECTION MATERIAL LABORATORY, EVEN IF POSTED AS COURSE MATERIAL, MAY BE RE-POSTED BY STUDENTS ON PERSONAL INTERNET SITES, SOCIAL MEDIA, SENT AS PRIVATE MESSAGES OR IN ANY WAY SHARED WITH OTHERS, INCLUDING CLASSMATES. Failure to adhere to this policy may lead to automatic failure from the course.
8. A student may photograph any drawing they create themselves and distribute how they wish. Permission to photograph drawings created by course instructor must be obtained from the instructor who created the drawing.
9. The laboratory is available 24 hours a day, except when other classes are using the lab. A schedule will be provided noting when the lab is in use by other courses.
10. Laboratory coats are required in the dissecting laboratories when the student is actively engaged in dissection. Students will be provided a laboratory coat and are expected to keep them reasonably clean. Students are not to leave the 2<sup>nd</sup> floor of MAPP wearing their laboratory coats. Students who fail to wear a laboratory coat or fail to wear one that is reasonably clean will be removed from the laboratory for that day.
11. While in the laboratory, closed-toe shoes with a non-slip sole must be worn at all times, during and outside of regularly scheduled class time. No exceptions! Students who fail to wear closed-toe, non-slip sole shoes will be removed from the laboratory that day.
12. Certain instruments and osteology study sets are loaned to students by the Department of Physical Therapy or Department of Occupational Therapy. All such items must be returned clean and in good condition, at the designated time.
13. Certain equipment and teaching aids, such as articulated skeletons, are very costly and considered to be on loan to the class as a whole. It is the responsibility of all course participants to immediately report any accidental damage to the Anatomy Lab Director. Damage that occurs through gross negligence or intention is assessed to the person(s) responsible, if such responsibility can be determined.

14. Each student must immediately report any injury in the laboratory to the Anatomy Lab director or other instructor working in the laboratory.

## ***General Dissection Routines and Procedures***

### **Care of the Cadaver**

1. Take a respectful and responsible attitude toward the cadaver: they are scarce and valuable. Make the most of this opportunity for dissection and learning.
2. Never dissect any portion of the cadaver until you have been directed to do so.
3. Keep the cadaver moist but not soaking wet. Maintain the wrappings on all parts that you are not currently working on and use a wetting bottle frequently on work area. If the cadaver dries out, the specimen may be permanently damaged, and you will have lost a valuable learning tool.
4. At no time should an entire cadaver be fully exposed. Always cover the parts that are not immediately being studied in order to preserve moisture of the specimen.
5. Report any signs of mold to an instructor.
6. NEVER remove the identification tag from the cadaver.

### **Dissection Sessions**

1. During each dissection session, each individual tank group must have at least one textbook/atlas open for active study at all times. Make frequent use of an atlas. Students should cooperate in the learning process by one reading written material while others dissect and demonstrate.
2. Departmental reference books may not be removed from the laboratory without permission.
3. Keep all tissue pieces on stacks of paper towels, and transfer to the RED tissue bin as needed. NEVER put them back into the tank.
4. Each student is expected to equally participate in dissection. A rotation arrangement should be set up by agreement within the group and information learned from the dissection transmitted when a change is made.
5. Please clean up the lab before leaving.

### **Housekeeping**

1. The laboratory is to be kept neat at all times. Each student is expected to clean their area thoroughly after each day's dissection and following personal study. This includes wiping up soiled areas on your dissection table and the floor around the table. Note that proper trash disposal is as follows:
  - Body (tissue) waste – special marked RED containers
  - Gloves, paper towels, scalpel blade wrappers – designated trash containers
  - Blades – scalpel blade disposal boxes
2. One person from each group must clean (wash with soap) and rinse all tools and equipment at the end of each session and put them in the drying rack. The last person to clean the day's equipment is responsible to clean the drain stopper of all waste (put into RED body tissue waste container) and put the drain stopper back in place.
3. One person from each group must assure the dissection material (cadaver) is properly hydrated and socks are replaced on the cadaver hands and feet prior to wrapping the body at the end of each class period or personal study. The body must be wrapped in the plastic/sheets provided at the end of each class period or personal study period.
4. One person from each group must refill the small cadaver wetting solution at the end of each class period and place it on the shelf underneath the tank after the body has been properly wrapped.

### **Laboratory Chemicals**

1. A notebook containing a Safety Data Sheet (SDS), formerly known as Material Safety Data Sheet (MSDS), on each chemical in the laboratory is maintained in notebooks located on the primary lab bookshelf and above the chemical closet in the anatomy storage room.
2. Chemicals are stored in the chemicals closet in the anatomy storage room. The chemical closet is kept locked and should be accessed only under the direction of a course instructor. The wetting solution is stored in large containers in the anatomy storage closet. A smaller spray bottle of wetting solution is kept under each tank.



# University Health Services (UHS) Physical Therapy Pro Bono Clinic

## ***Clinic Director***

Betsy Myers, Associate Professor  
423-425-2687  
[Betsy-Myers@utc.edu](mailto:Betsy-Myers@utc.edu)

## ***Location***

Primary: Mapp Building, room 237  
Ancillary: Aquatic and Recreation Center (ARC)

## ***Clinic Email***

[ptclinc@utc.edu](mailto:ptclinc@utc.edu)

## ***Clinic Days and Hours***

Clinic is closed during finals weeks, and university holidays and breaks. Clinic is closed during the summer months.

Fall and Spring Semesters

Tuesdays 8:00am – 12:00pm & Thursdays 1:00pm – 5:00pm

Fall semester clinic is staffed by licensed physical therapist faculty and 3<sup>rd</sup> year DPT students.

Spring semester clinic is staffed by licensed physical therapist faculty and 1<sup>st</sup> year DPT students.

A licensed physical therapist is present during all clinic hours regardless of census/patient schedule.

## ***Clinic Attire***

Clinic personnel are expected to follow all aspects of the *DPT Student Handbook's* Professional Appearance and Dress Code.

## ***Confidentiality and Information Security***

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) and its patient privacy/confidentiality and security rules are in full effect. Breach in HIPAA will be reported to the department head, UHS management, and the university's chief health and risk management officers.

Physical therapist providers and student physical therapists (SPT) are prohibited from using their personal cell phones, tablets, and/or computers to capture audio, photo, or video. If an audio, photo, or video is required for patient management, the patient/client must complete a written consent specifying use and storage location and duration, and only department equipment will be utilized in recording. Once the audio, photo, or video file is stored, it will be deleted from the department equipment's memory system.

If requested by the patient, the patient's personal cell phone may be used to record home exercises to support correct form and adherence. While the PT provider or SPT may appear in the photo/video recording, no patient other than the recipient may appear in the images.

Physical therapist providers and student physical therapists are never to leave the clinic space with any patient identifiable information in written or electronic form, including but not limited to name, UTC ID, and date of birth.

The fax machine and copier/scanner in the PT Department office suite are HIPAA compliant.

Licensed PT providers have *read only* access to Mediat Remote Desktop Client to check the schedule and review electronic patient records. Student physical therapists (SPTs) are not allowed access to Mediat Remote Desktop Client. A secure email system (Vault), may be used for documentation as needed, but only by licensed PT providers; SPTs are not allowed access.

## **Student Support Services**

DPT students should explore and utilize the support services offered through the university as needed. Some of these resources include:

### ***Academic Services***

Tutoring, advisement resources, peer academic coaching, and supplemental instruction programs are available to all UTC students. A brief description of these services include:

- Webinars and Zoom tutorials available to support student access to and interaction with the institution's learning management system (Canvas).
- Free tutoring services to students
- The UTC Writing and Communication Center provides resources and support to students, faculty, and staff with any type of writing or communication project—including research papers, presentations, and resumes—at any stage in the process. Writing consultations can be held in-person, on-line, or via email.

Within the DPT Program, tutoring for historically challenging courses (e.g., Human Gross Anatomy and Neuroscience) and open labs are available resources. The program has invested in a variety of learning tools so that students with different learning styles (e.g., visual, tactile, kinesthetic) are supported (e.g., cadaver dissection and Active Learning Labs with skeletons, bones, and models in Human Gross Anatomy and Draw It to Know It software subscription in Neuroscience). Individualized resources are also deployed as indicated by situation. If needing academic support, students should meet with their DPT faculty advisor.

## **Financial Aid**

UTC's Office of Financial Aid & Scholarships guides students through the various financial options available to offset the cost of attendance including financial aid, student loans, scholarships, student employment, and/or graduate assistantships. This office also provides the necessary resources to support students' endeavors including requirement guidelines, eligibility criteria, forms, application information and support. University staff are available to assist students in financial aid matters through the Office of Financial Aid and Scholarships (201 University Center). <https://www.utc.edu/enrollment-management-and-student-affairs/financial-aid-and-scholarships>

## **Student Support Services Office**

The Student Support Services (SSS) team provides students from diverse and disadvantaged backgrounds with the tools, resources, and information necessary for success. SSS aims to embody a holistic program that facilitates and customizes services that address the academic and non-academic needs of participants at each level of their college experience. <https://www.utc.edu/enrollment-management-and-student-affairs/student-support-services>

## **Student Outreach and Support**

The Office of Student Outreach & Support (SOS) advocates and supports students experiencing challenges in their personal and academic lives. SOS staff help students navigate University administrative processes; connect with university and community resources; and develop resiliency, self-advocacy, and coping skills. (399 University Center). <https://www.utc.edu/enrollment-management-and-student-affairs/student-outreach-and-support>

## **University Health Services**

University Health Services (UHS) works to optimize health care to every student, faculty and staff at UTC. The staff of nurse practitioners provides services including visits for acute and chronic illnesses, physical exams, screenings, immunizations, lab services, TB skin testing and allergy shots. Students are not charged for office visits. Minimal fees for services such as laboratory tests and immunizations may apply. Office appointments are

required (Maclellan Gym). <https://www.utc.edu/enrollment-management-and-student-affairs/university-health-services>

## **UTC Counseling Center**

The staff of the UTC Counseling Center embrace the unique identities of each student. We are committed to providing culturally competent counseling that is inclusive of our diverse student body in a safe, affirming space. We give consideration to the unique experiences and concerns of LGBT+ students, racial and ethnic minorities, international students, veterans, differently-abled students, and students of diverse socioeconomic backgrounds and religious/spiritual beliefs. There is no charge for counseling. However, there is a minimum fee for any assessments or psychiatric services (338 University Center). <https://www.utc.edu/enrollment-management-and-student-affairs/counseling-center>

## **Disability Resource Center**

It is the mission of the Disability Resource Center (DRC) at the University of Tennessee at Chattanooga to provide leadership for cultivating a proactive culture of disability awareness on our campus and in our community. By developing partnerships with a broad diversity of people, the DRC facilitates in the removal of barriers and the creation of accessible environments, programs, and services. The DRC provides opportunities for education and advocacy in collaboration with students, faculty, and staff in support of our university's core values.

You can reach our team with general questions by email at [drc@utc.edu](mailto:drc@utc.edu) or call our department at 423-425-4006. Please direct all exam-related inquiries to [drctesting@utc.edu](mailto:drctesting@utc.edu) or by phone 423-425-4300. Most on-campus DRC operations will take place in the DRC suite now located in the University Center 352. Exam accommodations are available at the DRC Testing Center in University Center 108. Please reach out to us with any disability-related access questions or concerns.

## **Veteran Student Services**

Veteran Student Services' mission is to provide the best possible support services to active-duty service-members, veterans, reservists, and their family members. The Veteran Services offer the tools—social and educational programs, unique study spaces, guidance, information, and referrals—to help veterans succeed, in and out of the classroom. <https://www.utc.edu/enrollment-management-and-student-affairs/veteran-and-military-affairs>

## **Safety**

### ***Fire Alarms, Fire Extinguishers, First-Aid Supplies, and Automated External Defibrillator (AED)***

#### **Fire Alarm Locations**

##### **1<sup>st</sup> Floor**

- Dock area between roll up door and double exterior doors
- Exterior doors to parking lot (right side)

##### **2nd Floor**

- Right side of exterior lobby doors leading to outdoor classroom
- By room 214

##### **3<sup>rd</sup> Floor**

- Right side of double interior doors that lead to room 302
- Staircase entry by room 306

#### **Fire Extinguisher Locations**

##### **1<sup>st</sup> Floor**

- Dock area by roll up door

##### **2<sup>nd</sup> Floor**

- Across from room 203E
- Near faculty restroom on wall opposite of door to exit to College of Business' Innovations Lab
- Laundry room (Mapp 234)
- Outside student locker room by room 233

##### **3<sup>rd</sup> floor**

- On wall by rooms 302 and 303
- By room 304
- By room 309
- By room 313

#### **AED and Bleeding Control Kit Location**

- Outside room 315

#### **First-Aid Supplies Location**

Office suite (Mapp 202) supply closet

### ***Hazardous Solution/Material Exposure***

The department uses hazardous solution/material (e.g., disinfecting, and other cleaning solutions, ultrasound gel) in lounge, classroom, laboratory, and laundry spaces. Storage of these materials are per manufacturer recommendation. Safety Data Sheets (SDS) are posted on the wall near the sink, in a clearly marked SDS binder or on technology podiums in each space. Individuals experiencing hazardous solution exposure should follow SDS directions and notify the administrative assistant and/or department head immediately.

When an exposure occurs in class or lab, the medical management of the individual is the priority. Students must notify the department head or administrative assistant as soon as possible. Once the student is provided with necessary care and deemed stable and safe, documentation will be completed outlining the cause of

exposure and any related factors. Witness names will be documented, as well. This documentation will be shared with UTC risk management.

## ***Campus Security***

For emergencies: Call 4357 on campus or 911

Report suspicious or criminal activity along with any other emergencies by calling the UTC Police Department (UTC PD) at ext. 4357, or when off-campus dial 423-425-4357. Additionally, the University has instituted an emergency 911 system campus wide.

In an emergency call the UTC PD by dialing 911 from any campus telephone. Additionally, all blue light, red phone or elevator call button will contact the UTC PD. The call location automatically registers on the front desk in the Communications Center, where help will be dispatched immediately.

It is also recommended that faculty and staff program personal mobile phones to the UTC PD at 423-425-4357. You may also call 911 but calling 4357 often results in a faster response as UTC PD officers are closer than city or county police. Any 911 calls that are not dialed from campus phones are processed through the Hamilton County or City of Chattanooga 911 systems.

## **Mapp Building Security**

The Mapp Building is on the southwest edge of campus. Internal security doors, with PT/OT-only access, protect equipment and provide an additional level of personal security for students, faculty, and staff. These security doors are located between the:

- (1 door) Room 201 PT and OT lobby and 2<sup>nd</sup> floor PT and OT class/lab spaces.
- (2 doors) Atrium and 2<sup>nd</sup> floor PT and OT class/lab spaces.
- (2 doors) Atrium and 3<sup>rd</sup> floor PT and OT spaces.

The Mapp building's security protocol:

- Faculty and staff have swipe card access to external and internal security doors. The external door building access points are on the 1<sup>st</sup> and 3<sup>rd</sup> floors.
- Students have swipe card access to internal security doors; students may access the building after hours following defined procedures where UTC police provide access (see Element 8D3).
- The Mapp's regular business hours are M-F 7:30am to 8:30pm. The late time frame accommodates the Center for Professional Education's community-based programs on the 1<sup>st</sup> floor. During these times, the exterior doors are unlocked, and security personnel are present:

3<sup>rd</sup> floor – 7:30am to 3:30pm

1<sup>st</sup> floor – 9:00am to 5:00pm

When security personnel sign out for the day, they confirm that relief staff are present or secure the respective external door(s), 1<sup>st</sup> floor and/or 3<sup>rd</sup> floor.

Canvassing the building, with exterior doors locked beginning at 5:00pm, a security guard is present from 3:30-8:30pm. This guard escorts faculty, staff and students to their cars parked in adjacent lots. He encourages and supports students in safety adherence as they leave the Mapp building in the evening hours. They sweep the building at end of shift to confirm exterior and interior doors are locked and all unauthorized individuals have left the building.

## UTC Emergency Notifications

### *UTC-ALERT*

<https://www.utc.edu/finance-and-administration/emergency-services/utc-alert>

The UTC-ALERT system is designed to inform the UTC community in the event of an emergency.

- All users (Students, Faculty, and Staff) log-in with their UTC ID and password to access and update their information.
- UTC-ALERT messages contain critical information, you may need to follow the instructions in the alert message and await further communication.
- All students will receive SMS text messages by the mobile number provided upon registration for classes via their MyMocs account.

### *UTC Email*

UTC will send an email containing information or instructions during an emergency. Emails will be sent via UTC-SAFE-AND-SECURE, UTC-URGENT, and UTC-INFO.

### *SMS Text Messaging*

UTC sends out UTC-ALERT messages straight to your mobile phone. If students have provided a mobile number via their MyMocs account, they are auto enrolled.

### *UTC Website and Social Media*

While the UTC website and social media are not primary alerting methods, UTC will display critical information on its website and social media, including Twitter, Instagram and Facebook.

### *Desktop Alerting*

Computers on campus have been loaded with a desktop alerting function, which is a full-screen pop-up alert. When an emergency notification is sent this way, the message self-opens over the entire computer screen and stays up until the user acknowledges the alert.

### *UTC Learn*

Canvas will display critical information to the front homepage after signing in. As the learning management system used by all students and faculty; this will add to our emergency messaging efforts. We want to thank the Walker Center for connecting UTC-ALERT into UTC Learn.

### *Classroom and Building Alerts*

Alert Beacons are wall-mounted devices in select locations that sound an alarm and show a text message to notify the campus when an emergency has occurred. LED Scrolling Signs are also mounted in select locations and display large type messages.

## **Clinical Education Security**

While at a hospital, the hospital security will provide security for safety while on their grounds to the edge of the parking lot. In the hospitals, call the main switchboard and ask for security: CHI Memorial (423-495-2525), Parkridge (423-698-6061), Erlanger (423-778-7000). Once off the parking lots both on hospital grounds and campus and while at outpatient clinical sites, the local police departments will provide public safety services. For non-emergencies, call the non-emergency number. The number for Chattanooga Police Department is 423-698-2525.

## ***Critical Incidents***

The UTC Police Department trains consistently for critical incidents and other emergency situations. We feel that equipping you with this information is vital, should an incident ever occur.

This document provides guidance to faculty, staff, students, and visitors who may be caught in an active shooting, bomb threat or hostage situation—the police response to these situations is different.

### **Active Shooter**

**AVOID, DENY, DEFEND** When Responding to an Active Shooter

An “active shooter” is a person or persons who appear to be actively killing or attempting to kill people in a single location. These situations are dynamic in nature and require immediate action by law enforcement personnel to stop the shooter.

A simple acronym to help prepare and memorize is **AVOID, DENY, DEFEND**.

**AVOID:** Be alert. Have an exit plan. Move away from the threat.

**DENY:** Lock, block doors. Create barriers. Turn off lights. Silence phones.

**DEFEND:** Use found objects to defend yourself. Commit to actions. Don't fight fair.

How one responds at an active shooter situation will be determined by the specific circumstances of the encounter. If you find yourself involved in an active shooter situation, try to remain calm and use the following guidelines as a strategy for survival.

If an active shooter is outside your building:

- Proceed to a room that can be locked or barricaded.
- Lock all doors and windows, turn out the lights and stay away from and lower than the windows. Barricade the door if you cannot lock it.
- Dial 9-1-1 and advise the dispatcher of what is taking place and your location. Remain on the line to give the dispatcher any further information that may be needed.
- Remain in the room until the police or a campus administrator gives the “all clear.” Be sure it is the police or a campus administrator who is giving the “all clear” and not the shooter attempting to enter the room.

If an active shooter is inside the building with you:

- If the room can be locked, lock it and stay away from the door.
- If the room cannot be locked, determine if there is a nearby room that you could safely get to that can be locked.
- Consider barricading the door if you cannot lock it.
- Follow the procedures listed above under “If an active shooter is outside your building”.

If an active shooter enters your office or classroom:

- Dial 9-1-1 on your office phone or cell phone if possible.
- If it is possible to talk, give shooter's location and description.
- If it is not safe to speak, just leave the line open so the dispatcher can hear what is taking place.
- If possible, attempt to negotiate with the shooter.
- Attempting to overpower the shooter with force should be considered as the last resort after all other options have been exhausted.
- If the shooter leaves the area, attempt to lock the door or barricade the door or proceed to a safe location.

If you are able to and decide to flee an active shooting situation:

- Have a route of escape in mind.
- Leave everything behind except your cell phone (do not worry about purses or book bags – those will only slow you down).



- Keep your hands visible and follow the instructions of the police. You must remember, the police may not have an accurate description of the shooter(s), so for everyone's safety, you may be detained by the police.
- Do not stop to assist wounded victims or attempt to move them. Do tell the police where these victims are located.

What you should expect from responding law enforcement to an active shooter:

- Police are trained to proceed as quickly as possible to the sound of the gunfire.
- Their purpose is to stop the shooter(s).
- Officers may be in plainclothes, patrol uniforms or SWAT Uniforms armed with long rifles, shotguns, and handguns.
- Do as the officers direct you to do and keep your hands visible at all times.
- If possible, tell the officers where the shooter(s) was last seen and a description of the shooter(s).

Also be aware that the first responding police officers will not stop to assist injured people. Others will follow to treat the injured. First responding officers are trained to proceed as quickly as possible to the gunfire and to stop the shooter(s).

Keep in mind that once you are in a safe location, the entire scene is a crime scene. The police usually will not let anyone leave until the situation is completely under control. Police may ask for your statement of what you heard and observed. Please cooperate with the police.

Another online resource that summarizes these points and provides a training video is the Advanced Law Enforcement Rapid Response Training (ALERT)<sup>™</sup> Program at Texas State University.

## **Bomb Threat**

Bomb threats usually occur by telephone. Try to keep the caller on the line as long as possible.

- Try to stay calm and obtain as much information as possible by using the checklist on the next page.
- Contact UTC PD (ext. 4357) immediately and give them any information you were able to obtain from the caller, as well as what time you received the call and where you are calling from.
- Inform your supervisor or department head.
- The police will be responsible for building evacuation.
- If you are instructed to evacuate the building, move a safe distance away from the building. Do not re-enter the building until told that it is safe to do so by authorized personnel.
- If you should see a suspicious object or package, report it to UTC PD. DO NOT TOUCH it or move it in any way.
- You will be asked to fill out a report form if you received the threat by phone.

## **Hostage**

How one responds in a hostage situation will be determined by the specific circumstances of the encounter. If you find yourself involved in such a situation, try to remain calm. It is generally recommended that you follow the directions of the hostage-taker.

Police response to this situation is different than an active shooter. The police will not proceed immediately into the situation but will surround the area and attempt to set up negotiations with the hostage-taker. A hostage situation could last for hours or days. The ultimate goal is for the hostage-taker to release all hostages and peacefully surrender to the police.

If the hostage-taker begins to kill or injure people or if the negotiators believe the hostage-taker is about to start killing or injuring people, police will respond as they do to an active shooter situation. The police will likely respond immediately to stop the shooter.

## **Fire**

If you smell smoke or other unusual odors suggesting a possible fire, immediately call the Campus Police at 911.

If you discover an actual fire situation, you should:

- Alert other building occupants by immediately sounding the building fire alarm. To do this pull a wall-mounted fire alarm pull station, located near all exit ways.
- Contact Campus Police by dialing 911 and give them the location of the fire.
- Evacuate the building. Do not use the elevators. Most stairways are protected from smoke and are the safest way out of the building.

If needed, fire extinguishers are located in all public corridors approximately every 75 feet.

Never assume a fire alarm is false. If you hear a fire alarm sounding, exit the building immediately.

Do not re-enter the building until told it is safe to do so by either the police or the fire department.

## **Tornado, High Winds or Severe Storm**

In the event of high winds or tornado related weather conditions, the following safety procedures are recommended:

- Avoid upper floors and especially the top floor of a multi-story building whenever possible. The upper floors receive the full force of the winds.
- Spaces in basement areas are better than locations on any other floor – go to Mapp 1st floor, north hallway (by the Motion Lab) away from the atrium and glass entry on the south side.
- Interior spaces - seek out spaces that form a part of a protected interior core, if possible.
- Avoid rooms with exterior walls, especially those facing south and west. Rooms facing north usually receive the least damage of all exterior rooms.
- A room that is completely interior protects against flying debris.
- Avoid rooms with wide roofs that could collapse easily, such as the gym and auditoriums.
- If you are outside and you cannot get inside, crouch for protection beside a strong structure, or lie flat in a ditch or low-lying area and cover your head and neck with your arms or a piece of clothing.

## **Inclement Weather/Emergency Closing Policy**

In the case of inclement weather or other emergency, all university spaces may be closed. In such cases, faculty, staff, and students are prohibited from accessing the Mapp Building. If university status is unknown, the department head should be contacted.

## **Delayed Openings**

In the event of a delayed opening, the university's senior leadership determines the specific time of reopening. Faculty and staff are expected to report to their work locations by the set opening time.

## **Student Guidelines**

Students are expected to make every reasonable effort to attend class but are advised to avoid undue risks in traveling. If weather conditions prevent students from reaching campus, they should email notification to [sptabsences@utc.edu](mailto:sptabsences@utc.edu) at the first opportunity.

Students are responsible for any academic work missed due to absences caused by severe weather conditions. It is the student's responsibility to take the initiative to make up any missed class work. If a faculty member cannot attend class, it is that faculty member's responsibility to notify students in a timely manner, preferably at least one hour prior to the start of class. Faculty also should be mindful that hazardous weather conditions can

cause students to miss class. In such cases, faculty are strongly encouraged to provide a reasonable opportunity for students who are unable to attend class to complete assignments or examinations missed due to hazardous weather conditions.

Faculty have discretion to determine whether an additional session of the class should be held or if any additional assignments are required to make up for classes not held.

## ***Medical Emergency***

There are several types of medical emergencies that could require action (e.g., heart attacks, strokes, seizures, choking, falls). Provided are guidelines. Individuals should never endanger themselves or others. The individual requiring emergency medical care (i.e., faculty, staff, or students) are responsible for the cost of emergency services.

### **Before a Medical Emergency**

- Inform co-workers of known food or insect allergies, medications, and medical conditions
- Be aware of your location and know the street address, proper building name and directions to it.
- Know the sounds of an emergency (e.g., screams, cursing, shouts for help, falling objects, broken objects)
- Watch for distress: clutching an arm, chest or throat, dizziness, or collapse

### **When a Medical Emergency Occurs**

- Contact 911 immediately – note: this will connect you to the campus police.
- Notify the department head or administrative assistant.
- If available, send someone outside to meet with rescue personnel.