



Department of Physical Therapy

Doctor of Physical Therapy Student Handbook Revised June 2024

Each student is responsible for knowing current academic and administrative policies and procedures that apply to enrollment in their respective degree program. The University of North Texas Health Science Center (UNTHSC) reserves the right to amend or add to these policies and scholastic regulations at any time during an individual student's enrollment period provided that such changes or additions are intended to improve the quality of education and are introduced fairly and deliberately. Students in the Doctor of Physical Therapy program is subject to UNTHSC institutional and program policies while on or off campus during student activities. If you have a specific question about this handbook or any requirement, you are instructed to resolve such questions before enrolling in the program.

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This student handbook provides information to students and is intended to be a general overview of the UNTHSC DPT program philosophy, curriculum, and policies that apply to both the department and the university. Questions concerning specific issues should be addressed to the department leadership team if needed.

1.0 Introduction

1.1.0 Welcome!

The Doctor of Physical Therapy program at the University of North Texas Health Science Center (UNTHSC) is in the School of Health Professions (SHP), which includes Physician Assistant Studies and Lifestyle Health Sciences programs. The mission, vision, & purpose at UNTHSC are found below.

1.2.0 UNTHSC Mission, Vision, Purpose, Values

Our Mission: Create solutions for a healthier community.

Our Vision: One university, built on values, defining and producing the providers of the future.

Our Purpose: Transform lives to improve the lives of others.

Our Values: Courageous Integrity, Be Curious, We Care, Better Together, Show Your Fire.

1.3.0 SHP Mission

Our Mission: Create solutions for a healthier community through innovative teaching, translational scholarship, and team-based practice patient-centered care.

1.4.0 Doctor of Physical Therapy Program Mission & Vision

Program Mission

Creating solutions for a healthier community by facilitating the holistic development of students into DPT's who will be recognized as movement specialists, and leading innovation in teaching, research, service, and clinical practice.

Program Vision

To be recognized for developing students into physical therapists who will optimize movement while advancing the science and clinical practice of physical therapy through transformative education, cutting-edge research, and compassionate service.

1.5.0 Program Goals & Expected Outcomes

Goal 1: Recruit and admit a class of PT students that reflects diversity in lived experiences.

Goal 2: Sustain a collaborative pro bono clinic to serve the community and provide learning opportunities for students.

Goal 3: Participate and enhance interprofessional education opportunities.

Goal 4: Develop and reflect on simulation based educational activities.

Goal 5: Receive internal or extramural grant funding to support modern research agendas.

Goal 6: Develop an infrastructure to support a residency program.

Goal 7: Deliver 1 continuing education opportunity annually.

Goal 8: Implement a curriculum design that reflects adult learning theory, contemporary physical therapy practice, and components of competency-based education.

Goal 9: Advise our students through didactic and clinical components of curriculum while maximizing retention, student engagement, and success outcomes.

Goal 10: Place whole health of our students and faculty at the forefront of our everyday work.

1.6.0 Accreditation

The DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). <https://www.capteonline.org/>

2.0 Program Requirements

2.1.0 Health and Technical Standards

All candidates must meet health and technical standards to gain admission and to participate in the Doctor of Physical Therapy Program at the University of North Texas Health Science Center. Because the Doctor of Physical Therapy degree signifies that an individual is prepared to sit for the National Physical Therapy Examination and is prepared for entry into the profession of physical therapy, it follows that the graduates must possess knowledge and skills to function in a broad variety of clinical situations and be able to provide a wide spectrum of patient care.

A candidate for the Doctor of Physical Therapy degree must have abilities in the following areas: observation, communication, motor, conceptual, integrative, quantitative, behavioral, and social. Reasonable accommodations will be made as required by law; however, the candidate must be able to meet all technical standards with or without reasonable accommodation. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation and is not a permissible accommodation. The following standards must be met by all students admitted to the DPT program.

Please see the following website to view the observation, communication, sensorimotor, conceptual-integrative analysis, and behavior/social attitudes that are expected along with responding to the specific needs of a student with a disability.

<https://www.unthsc.edu/school-of-health-professions/physical-therapy/health-and-technical-standards/>

2.2.0 Computer Requirements

All incoming DPT students receive a university-issued technology package during the HSC student orientation, which includes a laptop. The technology package is included in student fees and is owned by the student thereafter. PT students will use their university-issued laptops or technology daily to access course and program information and to send/receive program communications. It is the responsibility of the DPT student to ensure their computer equipment is in good working order for both the didactic and clinical phases of the curriculum.

2.3.0 HSC Student Health Services and Health Insurance

All students are required to have health insurance as per HSC Policy. If needed, a school-sponsored student injury and sickness insurance plan are provided through United Healthcare Student Resources: www.uhcsr.com or 1-866-429-4868. Information on specific policies is available in the Office of Student Affairs: 817-735-2341. The student is responsible for (1) the choice of the specific insurance policy; (2) payment of all healthcare costs, including the premium, as determined by the specific health insurance plan chosen; and (3) following the rules, regulations, and guidelines of their chosen plan. Student healthcare is available to all students at the HSC Student Health Clinic located on the first floor of the IREB building.

The CVS Minute clinic adjacent to campus also accepts student health insurance. All students, regardless of their health plan coverage, may access nursing advice and health information 24 hours a day, 7 days a week by dialing 1-877-440-0549. Faculty members do not have access to student medical records and cannot give medical advice or treatment to students or act as their healthcare providers.

2.4.0 Immunizations and Health Requirements

HSC requires all students to comply with immunization and health screening requirements to protect the campus community, including patients with whom students have direct contact, from illness and disease. Immunizations should be submitted to and will be tracked by Medicat™ (More information through clinical education). See Policy 9.109 in Policy, Procedure, and Process Manual.

2.5.0 Criminal & Background Checks

Medical institutions are increasingly implementing mandatory criminal background checks and drug testing as per the guidelines of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Individuals employed in healthcare facilities must typically undergo and consent to these investigations and screenings to endure their work eligibility. This policy is also commonly observed in various physical therapy corporate entities and individual clinics.

In the UNTHSC DPT Program, prospective students are required to undergo a criminal background check before enrollment into the program. In addition, before commencing clinical experiences in the second year of the program, students may need to undergo an additional background check and or drug test. Students need to understand that a previous criminal background may limit their ability to obtain professional licensure. Students with a positive background check are encouraged to contact the Executive Council of Physical Therapy and Occupational Therapy Examiners (for Texas licensure) at: <https://ptot.texas.gov/> to discuss if they will be eligible to sit for licensure. Admission into the DPT program does not imply or guarantee that a student will be able to sit for such licensure.

2.6.0 Professional Liability Insurance

All students registered for clinical education courses in the DPT Program will be covered by professional liability protection by an actuarially funded self-insurance trust administered by Accord. Students are covered by a policy of professional liability insurance

or self-insurance with limits of no less than \$1,000,000 per claim and \$3,000,000 in the annual aggregate. Insurance coverage verification letters are available to students and clinical facilities upon request. Please see the clinical education handbook for more details.

2.7.0 Professional Organizations & Memberships

The DPT program is committed to developing future leaders who recognize their responsibility to actively participate and engage with professional organizations in the field of physical therapy. The American Physical Therapy Association (APTA) stands as the national body dedicated to supporting and advancing the physical therapy profession. By joining as members, students can avail themselves of various advantages and professional prospects. Students automatically gain membership in the Student Assembly, serving as a platform for future Physical Therapists and Physical Therapy Assistants. During the DPT program student orientation, each student will receive information regarding membership applications and other relevant information. Further details can be found at the following link:

<https://www.apta.org/for-students>

All DPT program students are required to become student members of both the APTA and the Texas Chapter (Texas Physical Therapy Association). This membership must be maintained throughout the program's duration and is at the student's own expense. Failure to fulfill this requirement, among others, may lead to dismissal from the program. These memberships offer students numerous opportunities to engage with local, state, and national physical therapy organizations.

2.8.0 Basic Life Support Certification

Part of the responsibilities of a student healthcare provider is to acquire and uphold certification in Basic Life Support (BLS) issued by the American Heart Association (AHA) or similar organization. The certification remains valid for two years and its renewal within the program may be necessary depending on the initial certification date. The student is expected to maintain active certification throughout their tenure in the program, no exceptions. Please see the clinical education handbook for more details.

2.9.0 Stop the Bleed Training

The American College of Surgeons Committee on Trauma is leading the effort to save lives by teaching the civilian population to provide a vital initial response to stop uncontrolled bleeding in emergencies. This was accomplished by the development of a comprehensive and sustainable bleeding control education and information program targeted to civilians that will inform, educate, and empower the 300+ million citizens of the United States.

The University of North Texas Health Science Center has adopted the *Stop the Bleed* course as its platform to train all students and university employees to immediately assist victims of active shooter and other mass causality events at the point of wounding. Students of the DPT program will be individually trained on the use of the medical equipment in the medical kits prepositioned throughout the campus. More information on the Stop the Bleed Campaign can be found at the following link:

<https://www.stopthebleed.org/>

2.10.0 Orientation Requirements

Before on campus orientation begins, all students will be required to complete an online orientation module embedded into the cohort Canvas page. Information regarding the module will be given before orientation begins.

As part of the orientation tasks, you will be asked to complete a release which allows your photo to be used in social media posts or marketing materials for the institution, school, and department. This is your choice to sign, but if you do not sign, you will be responsible for removing yourself from group photo or class photo opportunities as we would not be able to publish you without your consent.

3.0 Professionalism

3.1.0 Program Values

Professionalism is an essential part of healthcare practice, and the Department of Physical Therapy faculty members believe in the responsibility to assist in the development of professional attitudes and values in all students. Students enrolled in the DPT program will be professionals and faculty members expect students to internalize the role of a professional and to exhibit professional behaviors in all situations and activities. Professionalism is comprised of many aspects, including adherence to ethical principles, being reliable in attending curricular and extracurricular events when requested, and collaborating effectively and appropriately with others (including peers, faculty members, staff, other university personnel, clinical faculty, clinical instructors, supervisors, patients, families, and other members of the healthcare delivery team). Please see the APTA Code of Ethics and the additional list of professional behaviors below for more information.

The student is expected to exhibit these behaviors at all times and environments, including but not limited to the campus, in the classroom, in clinics assigned for practicums or projects, in various online formats, and whenever the student is representing the department or institution. Students are directed to read and refer to the HSC student policies at the following link for more specific information on student behaviors and expectations. All student-related policies via the following link:

https://app.unthsc.edu/policies/Home/AllPolicies_

3.2.0 APTA Code of Ethics

Students are expected to demonstrate professional behavior by displaying the APTA code of ethics. This is defined by the department as the demonstration of values, attitudes, and behaviors consistent with the expectations of the public and the profession. For the profession of physical therapy, these values and behaviors are delineated in the American Physical Therapy Association's Code of Ethics, the Guide for Professional Conduct, and the Core Values of Professionalism. All of these documents are linked below:

<https://www.apta.org/apta-and-you/leadership-and-governance/policies/code-of-ethics-for-the-physical-therapist>

<https://www.apta.org/your-practice/ethics-and-professionalism/apta-guide-for-professional-conduct>

<https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant>

3.3.0 Additional Professional Behaviors

Ten professional behaviors are expected by the DPT faculty in all enrolled students. These behaviors are taught in the curriculum both explicitly and implicitly. Your-self assessments will focus on both your academic progress and development in the ten following areas. These behaviors were identified as Professional Behaviors by the Physical Therapy Program, University of Wisconsin, and are defined as follows:

- 1. Critical Thinking:** 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.
- 2. Communication:** The ability to communicate effectively (i.e., verbal, non-verbal, written, etc.)
- 3. Problem Solving:** The ability to recognize and define problems, analyze data, develop, and implement solutions, and evaluate outcomes.
- 4. Interpersonal Skills:** The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
- 5. Responsibility:** 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.
- 6. Professionalism:** The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
- 7. Use of Constructive Feedback:** The ability to seek out and identify quality sources of feedback, reflect on, and integrate the feedback, and provide meaningful feedback to others.
- 8. Effective Use of Time and Resources:** The ability to manage time and resources effectively to obtain the maximum possible benefit.
- 9. Stress Management:** The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions for self, patient/clients and their families, members of the health care team, and in work/life scenarios.
- 10. Commitment to Learning:** 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.

References: Adapted from: Warren May, PT, MPH, Laurie Kontney PT, DPT, MS, Z. Annette Iglarsh PT, Ph.D., MBA: Professional Behaviors for the 21st Century, 2009-2010.

3.4.0 Professional Conduct

The integration of students into a profession necessitates the development of professional behaviors, which is a crucial aspect. The professional behaviors of students enrolled in the professional DPT program are cultivated and evaluated through various methods, including:

1. Deliberate self-assessment, reflection, and dialogue with core and associated faculty within the curriculum.
2. Regular monitoring and feedback on professional behaviors through scheduled meetings between students and their academic coach. This feedback is gathered from clinical instructors, program faculty, and/or the Director of Academic Education.

Throughout the DPT curriculum, students are expected to maintain a professional demeanor in all aspects. Their behavior must align with the principles articulated in the APTA Guide for Professional Conduct and the APTA Code of Ethics, as well as any applicable legal guidelines or statutes. Students need to adhere to the policies and procedures established by the Program and any clinical facility involved in their clinical education.

3.5.0 Professional Conduct Policy

As a DPT student at UNTHSC, it is important to demonstrate professionalism throughout your academic and clinical experiences. It is the role of all DPT students to demonstrate this level of professionalism while enrolled in our program. By adhering to these guidelines, students will contribute to a positive learning environment, develop essential professional skills, and prepare for a successful career in physical therapy. Faculty have the responsibility to foster, track, uphold, and document professional behaviors in our academic and clinical environments. Therefore, faculty members and/or the Student Performance Committee (SPC) have the right to enforce disciplinary action because of professional misconduct.

Professional misconduct may result in disciplinary action. Depending on the severity and frequency of the misconduct, the disciplinary action includes but is not limited to the following:

- Verbal or written warnings
- Meetings with faculty members or advisers, the Director of Academic Education, the Chair of the Department, or the SPC
- Referral to Student Affairs
- Academic probation
- Remediation plan or a learning contract
- Dismissal from the program

Each faculty member may hold a student accountable for unprofessional behavior in classes, coursework, in the clinic, or at service opportunities. The following steps outline how unprofessional behavior is addressed.

- Students with a first-offense professional misconduct will be contacted either informally or formally by the faculty member who identifies the issue. An email will be sent in response to the communication given to the student and faculty advisor. The advisor will then meet with the student to discuss the offense and may recommend action if needed.
- Students with a second offense of professional misconduct will be contacted either informally or formally by the faculty member who identifies the issue. An email will be sent in response to the communication given to the student, faculty advisor, and the Director of Academic Education. The advisor and Director of Academic Education will then meet with the student to discuss the offense and may recommend action if needed.
- Students with a third offense of professional misconduct will be contacted either informally or formally by the faculty member who identifies the issue. An email will be sent in response to the communication given to the student, faculty advisor, Director of Academic Education, and the Chair of the Department. The Chair will meet with the student to discuss the offense and will require action.

Each faculty member may include disciplinary actions in their syllabus related to any professional misconduct offense, such as a course grade reduction. Recommended actions from a first, second, or third offense may include referral to the Student Performance Committee, the Office of Student Affairs, the Center for Academic Performance, or the Care Team. These committees and programs may recommend a remediation plan or further disciplinary actions. Third-offense professional misconduct or egregious first offense professional misconduct may result in a recommendation to the Chair of the Department that the student be dismissed from the program.

3.6.0 Academic Integrity

The DPT program adheres to the UNTHSC Student Code of Conduct and Civility. Any act of academic dishonesty or misconduct will be reported to the Director of Academic Education and the Chair of the Department. Information will then be given to the Student Conduct Officer located at the Office of Care and Civility. Below is a list of the categories of misconduct:

A. Acts of Dishonesty

Academic dishonesty, including but not limited to:

a. Cheating - The use of unauthorized assistance in academic and professional assessments (e.g., board exams, end-of-rotation exams, certification exams, etc.), including graded or ungraded coursework, research, quizzes, tests, or examinations. This may include:

- I. Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving reports, or completing assignments.
- II. Use of materials during an academic or professional assessment without the approval of the instructor/assessor (e.g., tests, notes, or other material belonging to faculty, staff, the student, another student, or any other source);
- III. Submission of academic work that has been previously submitted in the same class or another class; and
- IV. Engaging in any activity that is designed to or has the potential to give a student an unfair advantage.

b. Plagiarism - Use of another's thoughts, words, or ideas without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

- I. The knowing or negligent use by paraphrase or direct quotations of the published or unpublished words/ideas of another without proper acknowledgment or citation; and

II. The knowing or negligent submission of materials prepared by another, including an individual or entity engaged in the selling of term papers or other academic materials.

c. Forgery - Altering a score, grade, or HSC academic record or forging the signature of an instructor or another student.

d. Fabrication - Falsifying or manufacturing any information, data, or research as part of an academic activity.

e. Facilitating Academic Dishonesty - Helping or assisting another engage in academic dishonesty.

f. Sabotage - Acting to prevent another student from completing academic work or willfully disrupting the academic work of others.

I. Furnishing false or misleading information to any HSC official, faculty, staff member, or student acting on behalf of HSC or giving false or misleading testimony or evidence in the course of any campus proceeding.

II. Forgery, alteration, falsification, or misuse of any official HSC document, record, or instrument of identification.

III. Tampering with the election of any HSC registered student organization.

IV. Theft of property or services or knowingly possessing stolen property.

V. Unauthorized possession, duplication, or use of access devices to HSC property (e.g., keys and access badges).

VI. Unauthorized entry onto or use of HSC premises.

VII. Failure to promptly report criminal history record information.

VIII. Misrepresenting oneself as an HSC official.

B. Conduct which adversely affects the HSC community – including but not limited to:

1. Obstructing or disrupting teaching, learning, research, administration, student conduct procedures, or other HSC activities whether occurring on- or off-campus, including abusive, indecent, profane, or vulgar language in a public place that disrupts the educational environment.

2. Conduct in violation of the HSC Prohibition Against Discrimination, Sexual Misconduct, Harassment, and Related Retaliation policy.

3. Unauthorized use or possession of ammunition, firearms, explosives, or other materials that are dangerous or flammable or that could cause damage by fire or explosion to persons or property. Firearms are prohibited on campus property except as specifically authorized by the HSC policy and state law.

4. Hazing - Any intentional, knowing, or reckless act, occurring on or off campus, by one person alone or acting with others, directed against a student for pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization, including:

i. Any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity.

ii. Conduct involving sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other similar activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

iii. Conduct involving the consumption of food, liquid, alcoholic beverage, liquor, drug, or other substance.

iv. Conduct involving any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code, the Code, or other HSC policies.

v. Conduct involving coercing the student to consume i. A drug; ii. An alcoholic beverage or liquor in an amount that would lead a

reasonable person to believe that the student is intoxicated.

vi. Any act that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

5. Illegal use, possession, sale, manufacture, distribution, or effective control of chemical precursors, controlled substances, controlled substance analogs, dangerous or illegal drugs; misuse, possession, or effective control with intent to misuse a legal drug or other substance which when not used by legal intent could cause harm to the user; possession of drug paraphernalia; or being a party to any of the above.
6. Public intoxication; driving under the influence; driving while intoxicated; use possession, or distribution of alcoholic beverages, except as expressly permitted by law and HSC policy.
7. Interfering with any emergency or public safety function such as fire, police, or emergency services.
8. Tampering with or misuse of security or safety equipment.
9. Reporting a false emergency or threat.
10. Failing to comply with a reasonable directive of an HSC employee acting in the performance of their official duties.
11. Intentionally or recklessly destroying or damaging HSC property or property of others.
12. Engaging in acts of sexual misconduct including sex discrimination, such as sexual harassment, sexual assault, dating violence, domestic violence, stalking, sexual coercion, and sexual exploitation as defined by HSC policy.

C. Conduct Affecting Intellectual Property – including but not limited to:

1. Using or distributing the original work of another (whether copyrighted or not) without the expressed consent of the owner, including but not limited to the unauthorized downloading of copyrighted material through illegal downloading or peer-to-peer distribution and the distribution for commercial purposes of derivatives works from written materials created by faculty or staff, without expressed written permission of the originator.
2. Using or distributing a trademark, including HSC trademarks, without the expressed written consent of the institution.

D. Conduct Affecting UNT System and HSC Computer Resources or Technology – including but not limited to:

1. Unauthorized access, use, or misuse of computing resources, systems, or data.
2. Disrupting computer operations or the availability of computer resources.
3. Using another individual's identification, password, or other credential to access computing resources.
4. Initiating or contributing to attacks against external networks or systems.

E. Conduct in Violation of Laws of a Foreign Country, or Federal, State, or Local Laws (whether convicted or not), or HSC policy.

F. Interference with the Conduct Process, including but not limited to:

1. Failing to comply with a request to attend a conduct conference with the Division of Student and Academic Affairs.
2. Failing to comply with disciplinary action(s) imposed under the Code or action(s) otherwise imposed by the institution, including failing to comply with any "no contact" order.
3. Falsifying or misrepresenting information at any stage of the conduct process; or knowingly initiating a false complaint to the Division of

Student and Academic Affairs.

4. Engaging in conduct intended to discourage a person from participating or using the conduct process, including threats, intimidation, and retaliation.

G. Facilitating Acts of Misconduct, including but not limited to:

1. Planning or facilitating an act of misconduct.
2. Supporting or encouraging an act of misconduct.

For more information, please see Policy 7.105 Student Code of Conduct and Civility in the Policy, Procedure, & Process Manual.

4.0 Overview of the Doctor of Physical Therapy Program

4.1.0 Introduction to the Professional Curriculum

Our curriculum is a 33-month, 8 semester long educational program designed to equip aspiring healthcare professionals with the knowledge, skills, and clinical expertise necessary to excel in the dynamic field of physical therapy. Our curriculum represents a comprehensive and rigorous program that will prepare you to provide high-quality care and positively impact the lives of individuals seeking rehabilitation and improved physical well-being. Throughout your educational journey, you will engage in a combination of didactic coursework, hands-on practical experiences, and clinical rotations, ensuring a well-rounded and holistic learning experience. We aim to foster a deep understanding of the human body, movement mechanics, and the interconnectedness of physical, psychological, and social factors that influence patient whole health.

In addition to the foundational knowledge, our curriculum places a strong emphasis on clinical reasoning and critical thinking skills. You will be challenged to analyze complex case studies, interpret diagnostic tests, and make evidence-based decisions in a variety of clinical scenarios. Through collaborative learning experiences, interprofessional education, and simulated patient interactions, you will develop effective communication and interpersonal skills critical for establishing rapport with patients, their families, and interprofessional healthcare teams.

By the time you complete our curriculum, you will be equipped with the competence, confidence, and ethical awareness required to become a highly respected and sought-after physical therapy professional. We are dedicated to your success and will support you in your journey to become a lifelong learner, advocate, and leader in the field of physical therapy.

4.2.0 Signature Pedagogy

Our Doctor of Physical Therapy program produces well-rounded, contemporary Physical Therapists who will be able to effectively analyze and optimize movement. The curricular framework aims to cultivate professionals who can effectively collaborate, provide holistic care, and continuously adapt and grow in response to evolving healthcare challenges. Our signature pedagogy centers around fostering adaptive learning strategies to equip students with the responsibility of managing the well-being and whole health of individuals and communities in their professional practice. Our program features

collaborative learning environments with other health care professionals, simulation-based practice, and enhanced technology for student preparation into clinical education where we expect our graduates to overcome movement barriers, increase access to care, and improve the health outcomes of all patients and clients.

To see information on the faculty leading our signature pedagogy, please see link below:

<https://www.unthsc.edu/school-of-health-professions/physical-therapy/about-our-program/>

4.3.0 Curriculum Plan

Students must be taught the vital skill of integrating knowledge across various body systems to gain a comprehensive understanding of patients. The student must assimilate information from multiple systems that impact the movement and functioning of a patient or client. The movement system encompasses a group of interconnected systems (such as cardiovascular, pulmonary, endocrine, integumentary, nervous, and musculoskeletal systems) that collaborate to facilitate bodily movement. Teaching this integration is crucial for students, and it falls upon those in physical therapist education to embrace and instruct the upcoming generation of students in this essential professional framework of the movement system. The curriculum plan is rooted in the movement system which intersects with the whole health of the patient.,

4.4.0 Program Delivery & Design

The DPT program provides a well-rounded education in all aspects of contemporary physical therapy. Learning takes place in a collaborative health science center and the delivery of course content can be provided multi-modally such as online, face-to-face, synchronous, asynchronous, lecture, lab, independent study, discussion-based seminar and more. During the delivery of course content, there is an expectation to maintain as low of student-faculty ratio as possible. Interdisciplinary education experiences with students at HSC are embedded throughout the curriculum. Clinical experiences span the DFW area and the nation.

4.5.0 Curricular Sequence

The curricular sequence involves 8 semesters including 34 weeks of clinical rotations. Please see the curriculum below.

Year 1, Fall Term	Course Name	Course Number
	Gross Anatomy for the PT	DPHT 7400
	Evidence-Based Practice I	DPHT 7221
	Professional Practice in PT	DPHT 7209
	Applied Anatomy & Kinesiology	DPHT 7305
	Fundamentals of Physical Therapist Examination	DPHT 7307

	Cultural & Psychosocial Issues in Physical Therapy	DPHT 7225
	Physiology and Nutrition for the PT	DPHT 7323

Year 1, Spring Term	Course Name	Course Number
	Neuroscience for the PT	DPHT 7300
	Pathophysiology for the PT	DPHT 7301
	Lifespan Development & Clinical Management of Geriatric Populations	DPHT 7324
	Foundational Clinical Skills for PT	DPHT 7232
	Therapeutic Exercise I	DPHT 7330
	Integrated Control of Movement	DPHT 7320
	Lifespan Development & Clinical Management of Geriatric Populations	DPHT 7324
	Therapeutic Exercise I	DPHT 7330

Year 1, Summer Term	Course Name	Course Number
	Clinical Pharmacology for the PT	DPHT 7202
	Therapeutic Modalities in PT	DPHT 7233
	Evidence-Based Practice II	DPHT 7333
	Applied Clinical Practice	DPHT 7133

Year 2, Fall Term	Course Name	Course Number
	Health Promotion & Wellness for the PT	DPHT 7256

	Clinical Management of the Patient with Cardiovascular & Pulmonary Conditions	DPHT 7340
	Clinical Management of the Patient with Musculoskeletal Conditions I	DPHT 7441
	Clinical Management of the Patient with Neuromuscular Conditions I	DPHT 7442
	Clinical Experience I	DPHT 7345

Year 2, Spring Term	Course Name	Course Number
	Clinical Management of the Patient with Integumentary Conditions	DPHT 7141
	Clinical Management of the Patient with Musculoskeletal Conditions II	DPHT 7451
	Clinical Management of the Patient with Neuromuscular Conditions II	DPHT 7252
	Clinical Management of Pediatric Populations	DPHT 7215
	Therapeutic Exercise II	DPHT 7250
	Diagnostic Imaging for the PT	DPHT 7256
	Differential Diagnosis for the PT	DPHT 7343

Year 2, Summer Term	Course Name	Course Number
	Clinical Management of the Complex Patient	DPHT 7153
	Physical Therapy Considerations for Rural & Underserved Populations	DPHT 7155
	Practice Management & Leadership in PT	DPHT 7270

	Prosthetics Orthotics & Advanced Gait	DPHT 7271
	Evidence-Based Practice III	DPHT 7244

Year 3, Fall Term	Course Name	Course Number
	Clinical Experience II	DPHT 7460
	Clinical Experience III	DPHT 7473

Year 3, Spring Term	Course Name	Course Number
	Transition to the Workforce	DPHT 7192
	Terminal Clinical Experience	DPHT 7680

4.6.0 Course Descriptions by Academic Term

Year 1 Fall

DPHT 7400 Gross Anatomy for the Physical Therapist, 4 credits

This course facilitates the study of human anatomical structures and their function, covering the upper extremity, back/vertebral column, lower extremity, head and neck, and viscera. This course also facilitates an understanding of anatomical mechanisms to selected disease processes with emphasis on PT clinical practice. Learning strategies utilized include lectures and laboratory-based studies, prosected cadavers, anatomical models, and anatomy software. Assessments are conducted using computer-based written examinations and scantron-based lab practical's.

DPHT 7221 Evidence-Based Practice I, 2 credits

Evidence-Based Practice I is the first in a series of three courses to introduce evidence-based practice concepts that integrate the best available research evidence with clinical expertise and unique values and circumstances of patients/clients. This course emphasizes methods to access professional literature databases, and basic research design and statistics for better understanding, reviewing, analyzing, and critically appraising the literature, which influences physical therapy practice.

DPHT 7209 Professional Practice in Physical Therapy, 2 credits

This course addresses the professional socialization process, professional values, and professionalism. An understanding of ethical and legal issues affecting the physical therapy profession is taught, with special regard to patients' rights to confidentiality and dignity. Additionally, professional codes and guides of behavior are emphasized concerning the delivery of competent, ethical, legal, and compassionate care. Other topics include verbal and nonverbal communication (active/effective listening, empathetic responding), professional communication, cultural competency, relationships with others (stress management, conflict resolution), and

patients'/clients' emotional responses to illness and disability.

DPHT 7305 Applied Anatomy & Kinesiology, 3 credits

Applied Anatomy & Kinesiology is an integrated study of applied anatomy, kinesiology, and biomechanics as they relate specifically to the analysis of human movement. Emphasis is placed on observational skills as well as an integrated understanding of muscle function and resultant musculoskeletal movements. Clinical Anatomy I & II are taken concurrently and are an integral part of the objectives for this course.

DPHT 7307 Fundamentals of Physical Therapist Examination & Evaluation, 3 credits

This course explores concepts of physical therapy examination and evaluation. This course introduces terminology regarding patient/client management frameworks. Using patient case scenarios and simulated patients, the course integrates the clinical screening process of the physical examination including history taking, physiologic status, posture, flexibility, strength/motor performance, and soft tissue assessment for musculoskeletal, cardiopulmonary, integumentary, and neuromuscular conditions. Physical examination, as part of the lab component, will also include goniometric measurements, manual muscle testing, static posture assessment, and assessment of functional tasks.

DPHT 7225 Cultural & Psychosocial Issues in Physical Therapy, 2 credits

This course examines the cultural and psychosocial issues of various populations in health care with an emphasis on physical therapy. Cultural and psychosocial variables are examined concerning patient/client beliefs, attitudes, traditions, disease/injury ethnicity, socioeconomic status, and learning needs. Empathetic responding, a patient-centered care approach, and utilization of teaching and learning strategies are included to enhance the student's role as a patient/client educator.

DPHT 7323 Physiology & Nutrition for the PT, 3 credits

Physiology and Nutrition for the Physical Therapist concentrates on physiological and biochemical responses occurring in various body systems in healthy individuals. Neural, muscular, endocrine, reproductive, cardiovascular, and pulmonary systems are discussed along with nutritional principles for proper health. Principles of exercise metabolism, testing and prescription are addressed for healthy individuals using exercise as a preventive and/or intervention tool.

Year 1 Spring

DPHT 7300 Neuroscience for the Physical Therapist, 3 credits

This course will facilitate the study of neuroanatomical structures at the cellular and organ levels, their function, and their relationship to selected disease processes with emphasis on the application of this knowledge to clinical practice. Students will acquire an advanced understanding of the human nervous system and the basis of neuromuscular dysfunction. Students will learn the gross anatomy of the human nervous system, and clinically relevant functional pathways, and describe the functional significance of the pathways to correlate to central and peripheral nervous system clinical presentations. Learning strategies utilized will include lectures, team-based learning

activities, laboratory-based studies, and anatomical models.

DPHT 7301 Pathophysiology for the Physical Therapist, 3 credits

This course will cover basic normal physiology and pathophysiology of the following body systems: nervous, musculoskeletal, cardiovascular, pulmonary, renal, gastrointestinal, endocrine, and metabolic. The pathogenesis of diseases or conditions that physical therapists may encounter during their practice will be explored at the cellular to individual level, including clinical manifestations of pathology and the impact of pathology on function and disability. The bidirectional relationship between pathology and exercise will be discussed.

DPHT 7324 Lifespan Development & Clinical Management of Geriatric Populations, 3 credits

This course follows sequential human development from neonate through the lifespan, as applied to physical, cognitive, and psychosocial changes observed in physical therapy practice. Special emphasis is on physical therapy examination and evaluation of gross motor skills in children and older adults. Neuromusculoskeletal changes are analyzed to determine the rate of change and patterns of development. Theories of normal and pathological aging are discussed as well as the integration of physical, psychosocial, and social issues of aging in physical therapy practice. Stages of development are also related to the patient's/client's teaching and learning strategies for parents of infants, toddlers, preschoolers, school-age children, adolescents, and respectively young, middle, and old adults.

DPHT 7232 Foundational Clinical Skills for the Physical Therapist, 2 credits

This course provides a theoretical basis for patient/client examination, evaluation, and intervention strategies used to alleviate movement dysfunction. Developing knowledge and skills in proper patient and therapist body mechanics, transfer techniques, bed mobility training, wheelchair design, patient positioning and draping, and use of ambulatory assistive devices are emphasized. Additionally, the course will include the development of a plan of care taking into consideration problem-solving, clinical decision-making, evidence-based practice, and patient-centered care for a patient with movement dysfunction and/or pain.

DPHT 7330 Therapeutic Exercise I, 3 credits

This course builds on anatomical, physiological, biomechanical, and motor learning principles as they relate to sound therapeutic exercise prescriptions. Appropriate exercise selection, instruction, and performance are emphasized while considering patient/client precautions, contraindications, stage of tissue healing, phase rehabilitation, symptoms, behaviors, movement impairments, and goals. Current evidence and clinical decision-making are integrated to facilitate safe and effective exercise prescription and progression of mobility, muscle performance, balance, posture, and aerobic exercise interventions.

DPHT 7320 Integrated Control of Movement, 3 credits

The Integrated Control of Movement course introduces a framework that enables learners to incorporate current theory and research on motor control into clinical practice. The emphasis of this course is analyzing information from evidence-based research to understand movement patterns and implications for therapeutic interventions. Laboratory practice highlights tests and measures that characterize or quantify posture, gait, locomotion, balance, and the initiation, modification, and control of movement patterns during motor learning.

Mechanisms of neural plasticity and their impact on patient's/client's recovery of function and considerations for evidence-based intervention are applied to virtual case studies.

Year 1 Summer

DPHT 7202 Clinical Pharmacology for the Physical Therapist, 2 credits

This course provides a foundation for understanding the medications used across the lifespan to treat a variety of diagnoses commonly seen in clinical practice. Emphasis will be on anti-inflammatory, muscle relaxants, musculoskeletal, neurological, cardiopulmonary, psychopharmacologic, and endocrine pharmacotherapy concerning adverse clinical reactions. Additionally, this course introduces pharmacokinetic and pharmacodynamics principles, and potential drug interactions seen in patients/clients receiving physical therapy, and integrates these principles with common pathologies.

DPHT 7233 Therapeutic Modalities in Physical Therapy, 2 credits

The focus of the course is to develop proper therapist knowledge and skills pertaining to the prescription, application, and integration of thermal, electromagnetic, and mechanical therapeutic modalities, and massage into a comprehensive plan of care. Concepts related to the use of therapeutic modalities related to wounds will also be discussed. Additionally, the course will include the development of a plan of care taking into consideration problem-solving, clinical decision-making, evidence-based practice, and patient-centered care for a patient with movement dysfunction and/or pain.

DPHT 7333 Evidence-Based Practice II, 2 credits

Evidence-Based Practice II is in the series of evidence-based practice curriculum. This course is used to prepare students to appraise evidence necessary in clinical practice. The student will appraise evidence about diagnostic tests, clinical measures, prognostic factors, interventions, clinical prediction rules, outcomes research, self-reported outcomes, systematic reviews, and clinical practice guidelines.

DPHT 7133 Applied Clinical Practice, 1 credit

This course is designed to provide students with an opportunity to apply the knowledge, skills, and concepts learned in their foundational physical therapy courses to patient cases that may be performed in a lab, simulation, or real-world environment. through a combination of case studies, group discussions, and hands-on practice, students will further develop their foundational professionalism, clinical reasoning, and critical thinking skills in preparation for their first clinical practicum. By the end of this course, students will have improved their competency in problem-solving, critical thinking, and psychomotor skills. they will also be able to communicate effectively with patients, families, and other healthcare professionals and document accurately and appropriately.

Year 2 Fall

DPHT 7256 Health Promotion & Wellness for the Physical Therapist, 2 credits

This course emphasizes the discussion and application of elements of health and wellness during the process of examination, evaluation,

and intervention. Elements of physical activity, nutrition, medical/complementary strategies, and behavior/risk factors modification are included. Strategies for improving holistic health are discussed in the context of expanding physical therapists' role in health promotion through teaching and learning strategies to help patients/clients redesign their lifestyles.

DPHT 7340 Clinical Management of the Patient with Cardiovascular & Pulmonary Conditions, 4 credits

This course is an integrated study of the examination, evaluation, and management of patients/clients with cardiovascular and/or pulmonary diseases/dysfunctions. Emphasis is placed on the integration of results from diagnostic tests and measures with physical findings for the development of the plan of care and implementation of appropriate interventions.

DPHT 7441 Clinical Management of the Patient with Musculoskeletal Conditions I, 4 credits

This course is the first in a series of two (2) courses to discuss the musculoskeletal dysfunction philosophy of examination and evaluation as related primarily to musculoskeletal problems of the upper quarter. This course describes principles of examination, evaluation, and diagnosis for patients with musculoskeletal impairments, functional limitations, and disabilities involving the spine and extremities. Specific emphasis is placed on utilizing information obtained from the examination to develop a comprehensive intervention plan to address impairments identified from the exam including implementation of a therapeutic exercise program for specific patient problems, including post-surgical rehabilitation. Examination strategies are presented via lecture, demonstration, and lab practice format

DPHT 7442 Clinical Management of the Patient with Neuromuscular Conditions I, 4 credits

This course is the first in a series of two (2) to focus on the examination, evaluation, and interventions of a patient/client with neurologic neuromuscular and developmental dysfunctions. These include, but are not limited to, Cerebrovascular Accidents (Stroke), Parkinson's Disease, Multiple Sclerosis, Traumatic Brain Injury, Cerebellar Disorders and Ataxia, and Peripheral Neuropathies. The course content has been designed to provide the student with a basic understanding of the pathophysiology and physical therapy management related to neuromuscular disorders. Emphasis is placed on the mechanism of brain injury, survey of epidemiology and etiology, symptomatology, pathology, and acute management of prognosis of specific neuromuscular disorders. The course content has been designed to provide the student with an understanding of theoretical treatment models based on normal sensorimotor development, neurophysiology, and motor control as a basis for clinical decision-making. Treatment approaches to be discussed include Neurodevelopmental Treatment (NDT), Proprioceptive Neuromuscular Facilitation (PNF), Brunnstrom and Bobath principles, and Motor Relearning Program (MRP). Integration of treatment approaches will be emphasized. Upon completion of the course, students will be expected to synthesize course content in such a way as to demonstrate competency in the professional behaviors necessary for becoming an effective physical therapist.

DPHT 7345 Clinical Experience I, 3 credits

The Clinical Experience I consist of 240 contact hours over 6 weeks. Clinical Experience I consist of six (6) weeks of full-time clinical practice in a clinical environment. This course is the second in a series of five (5) supervised full-time clinical experiences. This clinical course emphasizes the application of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management.

Year 2 Spring

DPHT 7141 Clinical Management of the Patient with Integumentary Conditions, 1 credit

This course is an integrated study of the examination, differential diagnosis, and management of patients/clients with pathologies, activity limitations, and/or participation restrictions associated with the integumentary, lymphatic, and vascular systems.

DPHT 7451 Clinical Management of the Patient with Musculoskeletal Conditions II

This course is the second in a series of two (2) courses to discuss the musculoskeletal dysfunction philosophy of examination, evaluation, and intervention planning as related primarily to musculoskeletal problems of the lower quarter. This course describes principles of examination, evaluation, and diagnosis for patients with musculoskeletal impairments, functional limitations, and disabilities involving the spine and extremities. Specific emphasis is placed on utilizing information obtained from the examination to develop a comprehensive intervention plan to address impairments identified from the exam including implementation of a therapeutic exercise program for specific patient problems, including post-surgical rehabilitation. Examination strategies are presented via lecture, demonstration, and lab practice format.

DPHT 7252 Clinical Management of the Patient with Neuromuscular Conditions II, 2 credits

This is the second of two courses to focus on the examination, evaluation, and interventions of adults with neurologic and neuromuscular dysfunction across the continuum of care. The instructional approach of the course will include didactic lectures, interactive labs, and case study presentations with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. Laboratory sessions will emphasize the development of specific psychomotor skills necessary for the successful assessment and treatment of adult patient populations. Dysfunctions mainly include, but are not limited to, vestibular dysfunctions and spinal cord injuries.

DPHT 7215 Clinical Management of Pediatric Populations, 2 credits

This course focuses on the examination, evaluation, and interventions of children with neurologic, neuromuscular, and developmental dysfunctions across the continuum of care. The instruction approach of the course will include didactic lectures, interactive labs, and case study presentations with an emphasis on problem-oriented learning to encourage active student participation and clinical decision-making. Laboratory sessions will emphasize the development of specific psychomotor skills necessary for the successful assessment and treatment of pediatric patient populations. Dysfunctions include but are not limited to, cerebral palsy, spina bifida, muscular dystrophy, and developmental coordination disorders.

DPHT 7250 Therapeutic Exercise II, 2 credits

This course builds on sound therapeutic exercise prescription principles to include special and medically complex patient/client populations. Relevant tests and measures are emphasized to ensure exercise selection matches priority impairments, functional limitations, and goals of patients/clients with complex presentations. Learners will design evidenced-based exercise interventions and comprehensive treatment plans to manage or prevent acute, sub-acute, and chronic conditions. Strategies to facilitate patient/client

engagement and behavior change are integrated with intervention delivery to optimize outcomes.

DPHT 7254 Diagnostic Imaging for the Physical Therapist, 2 credits

This course discusses the basic principles, purpose, and process of imaging analysis applied to patient/client management in physical therapy practice. Basic interpretation methods of assessing radiographic imaging and application of findings to physical therapy examination, evaluation, diagnosis, prognosis, and interventions are included. Additionally, the ability to demonstrate clinical judgment and recognize diagnostic imaging findings that trigger a medical referral is emphasized.

DPHT 7343 Differential Diagnosis for the Physical Therapist, 3 credits

This course covers differential diagnosis within the scope of physical therapy practice. Further exploration of the physical therapy examination, evaluation, and management process is included. Using patient case scenarios, students will further refine their ability to recognize histories, risk factors, and signs and symptoms of conditions that may indicate the need for referral. This course is designed to advance differential diagnostic skills for evaluating individuals with diagnoses that fall both within and outside the scope of physical therapy. The course emphasizes evidence-based practice guidelines for physical therapy examination and presents disablement using terminology consistent with the World Health Organization's International Classification of Functioning, Disability, and Health (ICF). This course not only reviews examinations in orthopedic, neurological, pediatric, cardiopulmonary, and integumentary realms of physical therapy but is particularly designed to advance each student's diagnostic skills in his or her own respective area of clinical practice.

Year 2 Summer

DPHT 7153 Clinical Management of the Complex Patient, 1 credit

This course integrates all previous didactic coursework and culminates in a simulated complex patient case and a practice physical therapy licensure written examination. This course will provide students the opportunity to synthesize and integrate all of their didactic coursework into a simulated physical therapy examination and intervention strategy for patients with complex diagnoses.

Prerequisite: Prerequisites for this course include all preceding coursework in the curriculum.

DPHT 7155 Physical Therapy Considerations for the Rural & Underserved Populations, 1 credit

This course provides physical therapy students with an understanding of major issues in the rural health care system and the environment in which physical therapists as rural health clinicians must function. This course will provide an understanding of the demographics, economics, and structure of the healthcare delivery system in rural America with a concentration on the diverse population in Texas regions. Additionally, current Federal and state health policy will be examined with special attention on reports from the Center for Rural Affairs and reform legislation addressed by the U.S. Congress and the White House.

DPHT 7270 Practice Management & Leadership in Physical Therapy, 2 credits

This course discusses principles of leadership and management for physical therapy practice, including ethical behaviors and beliefs; change management; motivating; coaching and mentoring; lifelong learning; business and strategic planning; financial management;

personnel recruitment and retention; liability issues and risk management; effective marketing and consulting skills.

DPHT 7271 Prosthetics, Orthotics, & Advanced Gait 2 credits

Prosthetics, Orthotics, & Advanced Gait discuss pathological gait of patients/clients with neuromuscular, musculoskeletal, and/or integumentary impairments/functional limitations using prosthetic and orthotic devices. The course emphasizes types of orthotic and prosthetic devices, assessments, reassessment, and corrections of gait deviations using therapeutic interventions geared toward functional interventions, patient/family education, exercises, and balance and coordination techniques.

DPHT 7244 Evidence-Based Practice III, 2 credits

This course will provide the opportunity to apply evidence-based practice (EBP) principles to scholarly activity. This course will culminate with the student completing a project that demonstrates competency in formulating a clinical question, searching, and critically appraising the literature, performing appropriate methodology to answer the clinical question, and integrating the evidence obtained. The student will present findings and recommendations to peers, colleagues, and or the physical therapy profession.

Year 3 Fall

DPHT 7460 Clinical Experience II, 4 credits

The Clinical Experience II consists of 320 contact hours over 8 weeks. Clinical Experience II consists of eight (8) weeks of full-time supervised clinical practice and is the third in a series of five (5) clinical experiences. This clinical course emphasizes the application and analysis of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management.

DPHT 7473 Clinical Experience III, 4 credits

The Clinical Experience III consists of 320 contact hours over 8 weeks. Clinical Experience III consists of eight (8) weeks of full-time supervised clinical practice and is the fourth in a series of five (5) clinical experiences. This clinical course continues the focus of DPHT 7560 through the application and further analysis of physical therapy knowledge, skills, and behaviors appropriate to patient and practice management.

Year 3 Spring

DPHT 7192 Transition to the Workforce, 1 credit

This course is a culminating and integrative experience that will empower students with knowledge and mindset required for a successful transition to enter the professional practice upon graduation. The course will discuss professional issues and career development. The student will be engaged in activities to prepare for the licensing examination, to develop an efficient and effective study plan, to assess their individual strengths and weaknesses entering employment, and to foster their professional identity to be autonomous, collaborative, culturally competent, and legal and ethical practitioner. Students will evaluate their time in physical therapy school and prepare themselves for professional development and lifelong learning.

DPHT 7680 Terminal Clinical Experience, 6 credits

The Terminal Clinical Experience consists of 480 contact hours over 12 weeks. Terminal Clinical Experience consists of twelve (12) weeks of full-time supervised clinical practice in the student's selected area(s) of physical therapy practice which refines the critical thinking and clinical decision-making processes as well as integration of evidence-based practice to guide autonomous practice and professional development.

4.7.0 General DPT Course Syllabi Statements

Academic standards for the successful completion of each DPT course are contained in the course syllabi. Each DPT course syllabus will specify all course requirements, including academic assignments, evaluation, grading schemes, and schedule of course activities. Modifications to DPT syllabi may be made when the DPT program deems changes necessary to improve instruction or to conform to scholastic regulations of the department, school, or university. DPT students are required to read thoroughly each DPT course syllabus before beginning the respective course. DPT students should first consult the course syllabus prior to reaching out to the course director about course-related questions. Faculty hold academic freedom for adoption of their course syllabi in their courses.

4.7.1 DPT Course Textbooks and Equipment

Specific textbooks and equipment required for a DPT course will be identified in the DPT course syllabus and the DPT Cohort Canvas page. Most equipment needs are already included in DPT course fees. Most textbooks required are also offered as an e-book via the Gibson-Lewis library. Questions about course-related textbooks or additional equipment should be directed to the DPT Course Director. DPT students are expected to obtain and utilize required textbooks or resources and are encouraged to read recommended textbooks or resources to ensure that they have the knowledge needed to be successful in a course.

4.7.2 Practice Lab Statement

Optional labs and learning enrichments may be added into the semester for your practice of clinical skills. Times have been scheduled to coincide with practical and written exams; however, instructors may schedule additional times as class content dictates. Although these labs are optional, the course instructor **may require** student attendance for remediation plan purposes.

4.7.3 Zero Tolerance for Sexual Violence, Harassment, Discrimination

All students should be able to study in an atmosphere free of harassment, sexual violence, and gender discrimination. Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or discriminated against, you can find the appropriate resources on the HSC Title IX website:

<https://www.unthsc.edu/title-ix/reporting-sexual-misconduct/reporting/>

Additionally, HSC is committed to compliance with Title IX, supporting the academic success of pregnant and parenting students. If you are a pregnant or parenting student (child needs documented medical care) who wishes to request reasonable related accommodations from the University, please submit the electronic form below, along with appropriate medical documentation, as soon as possible prior to the need for the accommodations.

https://cm.maxient.com/reportingform.php?UnivofNorthTexasHSC&layout_id=11

4.7.4 Americans With Disabilities Act

The University of North Texas Health Science Center does not discriminate based on an individual's disability and complies with Section 504 and Public Law 101-336 (American with Disabilities Act) in its admissions, accessibility, treatment, and employment of individuals in its programs and activities.

The University of North Texas Health Science Center provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law, who are otherwise qualified to meet the institution's academic and employment requirements. Additionally, HSC is committed to compliance with supporting the academic success of pregnant and parenting students. If you are a pregnant or parenting student (child needs documented medical care) who wishes to request reasonable related accommodations from the University, please submit the electronic form below, along with appropriate medical documentation, as soon as possible prior to the need for the accommodations.

https://cm.maxient.com/reportingform.php?UnivofNorthTexasHSC&layout_id=11

For assistance contact the Disability Access Coordinator for the PT Department, within the Center for Academic Performance at the Health Science Center: Mariana Davies, 817-735-2574, Mariana.Davies@unthsc.edu or through the following website:

<https://www.unthsc.edu/students/office-of-disability-access/register-for-accommodations/>

Please reference Policy 7.104 in Policy, Procedure, and Process manual.

4.8.0 Curriculum Oversight

The program heavily relies on input from our stakeholders for valuable feedback. This feedback plays a vital role in identifying both the strengths and weaknesses of the curriculum and faculty, as well as potential areas for improvement within the program. To facilitate this, we actively seek feedback from students and faculty through anonymous course evaluations conducted after each course, as well as through periodic open forums or anonymous surveys led by the Chair of the Department.

Additionally, we encourage students and graduates to share their feedback via email with the Director of Academic Education or Chair of the Department at any point during or after the program. We specifically request feedback from DPT program students at the midpoint of the curriculum and from our graduates at the conclusion of the program. Please adhere to requests for feedback from the

department, the school, or the institution. It is the expectation for students to be compliant to requests. Alumni are also surveyed about 6 months after graduation. This data is important for us to share with CAPTE and to assist us in continuous quality improvement of our program.

The responsibility for the overall design, implementation, evaluation, and continuous improvement of the curriculum lies with the DPT Director of Academic Education, the DPT Curriculum Committee, the Faculty, and the Chair of the Program. The evaluation of the curriculum is an ongoing process that ensures all courses are grounded in evidence-based practices and reflect contemporary clinical standards.

4.9.0 Student Workload

The DPT curriculum is designed to be completed in 33 months, making it more intense compared to traditional graduate education. Students should be prepared for a challenging workload that demands their full attention and dedicated study time. To ensure success in the program, the faculty strongly recommend that students refrain from seeking outside employment. This is to ensure that students have enough time to read assigned materials, watch instructional videos, participate in live class sessions, complete homework, contribute to group projects, and fulfill other course requirements set by instructors. This is especially true in the transition from undergraduate to graduate education in the first semester. However, this is at the discretion of the student. Anecdotally, students who work more than 10 hours/week struggle to maintain good academic standing in our program.

4.10.0 DPT Faculty & Staff Roles

PT Faculty

Physical therapy faculty members develop, coordinate, and monitor student instruction and assessment both in the didactic and in the clinical phases in the DPT program. Faculty members serve as advisors, course directors, guest speakers, and course support in the didactic and clinical phases of the curriculum. Whenever possible due to staffing, course directors will be core faculty. We do rely heavily on associated faculty and guests to assist us in the delivery of the curriculum and to maintain adequate student to faculty ratio. Students are to treat these instructors as their core faculty in the program and they will have the chance to evaluate them as they do the core faculty.

PT Faculty Advisors

Upon beginning the DPT program, each DPT student is randomly assigned to a faculty advisor from the DPT faculty. The role of the advisor is to encourage DPT students, offer advice regarding academic or professional issues, and direct them to campus academic resources readily available. Faculty advisors are not allowed to provide medical or personal advice.

A new advisor may be assigned during the program at the discretion of the Chair of the Department, faculty, or student. Students may petition for a change of advisors in instances where conflicts cannot be resolved. To petition for a change of advisor, the student must ask the Chair of the Department in writing to assign a new faculty advisor.

Advisors may be able to counsel students on career development, academic performance issues concerning professional behavior, and academic, or clinical performance. Faculty advisors may refer students to other appropriate faculty members, to the Chair of the Department, Director of Academic Education, or resources available on campus. It is required that students meet with their advisor at least once during each of the semesters in the first year and highly recommended at least once during each of the semesters in the second year.

Each DPT class will also be assigned a DPT core faculty as the class advisor. The responsibilities of the class advisor are to review the student handbook and address any student concerns. This representative will meet with the class once during the fall and spring semesters. The Chair of the Department will meet with each class at least once a semester and is available per request to meet with class officers or individuals in each class if needed.

PT Course Director

Each DPT course is assigned a course director. The role of the course director is to ensure that course and exam content are relevant, accurate, up-to-date, organized, and evidence-based. Course directors are also responsible for the development, coordination, conduct, and or support of the course syllabi, course activities and assessments, and course schedules. All DPT student's questions, comments, or concerns about DPT course content and conduct should be directed to the course director.

PT Faculty Leadership

In addition, some DPT faculty have administrative roles in the DPT program, including the following:

Chair of the Department

The Chair of the Department is responsible for the day-by-day operations of the DPT department and long-term development in all areas of academic activity.

Director of Academic Education

The Director of Academic Education (DAE) is a primary faculty member who also works to design, implement, coordinate, schedule, and evaluate educational activities in the didactic phase of the DPT curriculum.

Director of Clinical Education

The Director of Clinical Education (DCE) is a primary faculty member who also works to design, implement, coordinate, schedule, and evaluate educational activities in the clinical phase of the DPT curriculum.

DPT Program Staff

The administrative staff of the DPT program helps make the DPT operations and activities run smoothly. The staff positions include the following:

Business Coordinator

The Business Coordinator provides administrative support to the DPT Chair and acts as the office manager for the DPT department. This person will work with DPT student officers on budgets and supplies for activities during the didactic and clinical phases of the curriculum.

Academic Program Coordinator

The Administrative Coordinator provides administrative support for DPT faculty in didactic courses including scheduling and providing administrative support on course activities and may serve as the office receptionist, greeting those that enter the DPT office suite, fielding questions, and directing DPT students toward appropriate persons or resources.

Clinical Site Coordinator

The Clinical Site Coordinator works with the Director of Clinical Education (DCE) to build community relationships and to establish and maintain clinical education sites for the clinical phases of the curriculum. This person will work with DPT students if needed to set up student-identified sites.

5.0 Academic Progression

5.1.0 Student Assessment

The DPT program utilizes various evaluation methods to assess student learning and performance outcomes across the curriculum.

Formative or Summative Assessments: Throughout the course, faculty members will incorporate written quizzes or examinations. These assessments consist of a range of question types, such as multiple choice, true/false, matching, short answer, and essay questions, to gauge the breadth and depth of student knowledge. Examinations hold significant weight in determining each student's course grade and serve to evaluate comprehension, readiness for clinical education experiences, and preparedness for the national licensure examination. Formative or summative assessments can be administered and proctored by Testing & Evaluation Services or via Canvas.

Practical Examinations and Competency Skills Checks: These assessments are employed in certain courses to evaluate the development of psychomotor skills. Practical examinations assess students' ability to apply knowledge, perform examination and treatment techniques, and demonstrate clinical reasoning and decision-making in simulated patient management scenarios. Competency skills checks involve grading the students' proficiency in executing specific examinations and/or treatment techniques, along with exhibiting appropriate professional behaviors and safety awareness.

Forum Discussions: Didactic courses include periodic online forum discussions where students contribute original posts and response posts to questions posed by faculty or classmates.

Interprofessional Education & Seniors Assisting Geriatric Education: These are mandatory learning activities integrated into physical therapy courses. Students are required to attend the courses. Failure to attend the courses will result in a Student Performance Committee meeting.

Video-based and Written Assignments: Faculty members employ a variety of assignments, including video-based and written tasks, utilizing external software if necessary. These assignments, both individual and group-based, are graded and aim to enhance learning. Examples of such assignments include critical reviews of literature, health promotion/educational projects, professional development tasks, reflection and feedback exercises, role-playing scenarios, and video demonstrations of examination and treatment skills.

Student Assessments: In addition to course-specific evaluations, students are also involved in self-assessment and peer-assessment activities throughout the curriculum. These assessments foster essential skills as mindful and reflective practitioners. Students discuss these assessments with faculty advisors, and together, they develop action plans to address identified weaknesses and facilitate professional development.

Students evaluate each course and each instructor at the end of the semester, using an online evaluation system. The Testing and Evaluation Services (TES) administers the campus-wide evaluation system, and student confidentiality is strictly maintained. Student names are kept confidential and are not shared with the Department Chair or Course Director.

The information obtained from this feedback is used by the Course Director and Department Chair to guide changes in a particular course and teaching methodology. Evaluation results are also used to guide curricular decisions and faculty evaluations. Students are encouraged to complete the end-of-course evaluations by providing constructive feedback only. Any technical difficulties related to the course/instructor evaluations are to be directed to Testing and Evaluation Services. For information on the UNTHSC procedures for the collection and use of student evaluations of courses and instructors can be found in Procedure 7 in the Policy, Procedure, and Process Manual.

5.2.0 Academic Assessment/ Remediation

Course Failure: Students enrolled in the DPT program must meet the academic and professional standards established to progress through the didactic and clinical phases of the program. Doctor of physical therapy students who fail a course in the didactic or clinical phases of training must successfully remediate the entirety of the failed course to remain eligible to continue in the DPT program in accordance with Student Performance Committee recommendations which can include dismissal from the program.

Written Examinations:

Students have one opportunity to take written examinations within academic courses.

If a student fails a written examination <69.5% threshold, the student is required to meet with the course director. It is the student's

responsibility to initiate contact with the course director within 5 days. A remediation plan outlined by the course director may be given and required for any student who fails a written examination. The course director holds discretion for remediation of written examinations.

Practical Examinations and Competency Skills Checks:

A student must pass all practical examinations and/or competency skills checks within a course. A minimum score of 79.5% is required to pass the practical or skills check.

If the student does not pass the initial practical or skills check, the course director will determine when the re-attempt will be conducted. A remediation plan will be implemented for the student and will be determined by the course director.

The lowest possible grade for a successful re-attempt of a practical exam or competency skills check is 70%.

A student may receive one re-attempt per failed practical or competency skill assessment. A student who does not pass the re-attempt of a practical exam or competency skills check will fail the learning assessment and this failure will be reflected within the course grade (as a ZERO). The student will then be reported to the Director of Academic Education and The Student Performance Committee which can include dismissal.

The following list represents examples of items or activities included in a remediation plan; however, the list is not exhaustive:

- Additional assigned coursework
- Independent study on a topic
- Additional non-credit coursework
- Referral to campus resources
- Restructuring or sequencing of the degree plan
- Additional didactic learning
- Additional experiential activities
- Meetings with Course Director, Director of Academic Education
- Simulated recordings with the observation of skills

5.3.0 Course Grading System

Course grades for the UNTHSC Department of Physical Therapy will be assigned using the following grading scale. Final numerical grades are calculated to the nearest tenth of a percentage point and are not rounded past that point. **Request for rounding of the final course grade or the addition of extra points will NOT be considered.** DPT students must achieve a final course grade of “C” or better to pass each course.

Numerical Grade (%)	Letter Grade
89.5 – 100	A
79.5 – 89.4	B
69.5 – 79.4	C
below 69.4	F

Note: Students must aim for a minimum final grade of "B" or above (i.e., $\geq 79.50\%$) in all academic courses. Should any student find themselves having academic difficulties, they must reach out to both the course instructor and their advisor for support.

Course grades can be assigned using the following scale according to the UNTHSC Grading System found below. Please note that designations and other symbols do not earn grade points and are not used for calculation of grade point averages.

- P/NP - Pass/No Pass
- W - Withdrawal
- I - Incomplete
- PR - In Progress
- Z - Grade not recorded

Please see the following website for information regarding academic course grades:

https://catalog.unthsc.edu/content.php?catoid=13&navoid=1952#Grading_System

For clinical education grading criteria, please see the clinical education handbook.

5.4.0 Minimum Requirements for Progression

To successfully remain in good academic standing in the DPT program, students must meet the following requirements:

1. Receive a passing grade in clinical coursework.
2. Maintain a cumulative GPA at or above 3.0.
3. Obtain no more than 3 C's during the didactic phase of coursework.
3. Demonstrate appropriate professional conduct that aligns with the standards set by the program, institution, and profession.
4. Perform duties and adhere to the standards established in the student handbook outlined by the DPT program.

Student performance is assessed upon the completion of each academic term to determine eligibility for program progression. Students who meet or exceed these minimum criteria will remain in good academic standing. Students who do not meet these minimum criteria will be evaluated by the Student Performance Committee. In cases where extenuating circumstances contribute to unsatisfactory academic and/or clinical performance, the Student Performance Committee may further evaluate the situation.

5.5.0 Grade Appeals, Failure of a Course, & Grade Replacement

Grade Appeals

Grade appeals are handled in accordance with the UNTHSC Policy 07.104, Student Affairs Policy located in the Policy, Procedure, and Process Manual.

Grades assigned by the course director are considered final. If a DPT student believes that an incorrect grade was assigned, the student is expected to first submit an appeal in writing and attempt to resolve the issue with the course director within 5 business days of receipt of the original grade or decision. If needed or desired, after receiving an appeal decision from the course director, further appeal may be made to the Chair of the Department in writing. Request for appeal must be made in writing within 5 business days of receipt of the decision of the course director. If, after receiving the appeal decision from the Chair, further appeal may be made to the Dean. Request for appeal must be made in writing within 5 business days of receipt of the decision of the Chair. The final decision and appeal lie in the discretion of the Dean.

Failing a Course Grade & Grade Replacement

If a DPT student fails a course, the student will appear before the Student Performance Committee (SPC). The SPC will make recommendations to the Chair of the department. If the student is allowed to continue in the program, the student will re-take the class the following year when the course is offered again. Appeals of the decision can be made to the Chair of the Department within 5 business days of receipt of the decision. If, after receiving the appeal decision from the Chair, further appeal may be made to the Dean. Request for appeal must be made in writing within 5 business days of receipt of the decision of the Chair. The final decision and appeal lie in the discretion of the Dean.

If allowed to take a failed course the following year, the new grade is used in calculating the student's GPA. The original grade will remain on the student's transcript but will not be used in the calculation of the cumulative GPA.

5.6.0 Academic Probation & Dismissal

Each DPT student must meet minimum standards and requirements set by the department. Any student who does not meet minimum standards and requirements for completion of the degree plan may be offered to complete a remediation plan, placed on academic probation, or dismissed from the program.

Reasons for academic probation may include, but will not be limited to the following:

- Earns a cumulative GPA below 3.0
- Earns a failing grade for a clinical experience
- Fails to progress satisfactorily as outlined in a remediation plan
- Fails to comply with the Student Code of Conduct
- Any determination by the Chair of the Department or DPT Faculty that the student is unfit for clinical practice as a physical therapist or is otherwise not meeting the requirements of the DPT program.

Academic probation serves as a notice to the student that their continued enrollment is in jeopardy due to poor academic or professional performance. If probation is due to a cumulative GPA falling below 3.0, the student has one semester to bring the cumulative GPA at or above a 3.0. Failure to remedy any failing grade or improve academic or professional performance while on academic probation can lead to dismissal from the program.

Dismissal means a student is disenrolled from the curriculum and program. A dismissed student is not eligible for graduation. Reasons for dismissal may include, but will not be limited to the following:

- Maintains a cumulative GPA below 3.0 for greater than 1 semester
- Earns 4 or more C's during the didactic phase of the curriculum, regardless of cumulative GPA
 - When a student earns a final course letter grade of a C during the didactic curriculum, they must meet with the DAE.
- Earns a failing grade in any academic course or clinical experience
- Fails to progress satisfactorily as outlined in a remediation plan
- Fails to comply with the Student Code of Conduct
- Fails a course while on academic probation
- Any determination by the Chair of the Department or DPT Faculty that the student is unfit for clinical practice as a physical therapist or is otherwise not meeting the requirements of the DPT program.

If a student must appear before the Student Performance Committee (SPC) for academic probation or dismissal, they can consult their faculty advisor. The advisor can speak to the student on how to advocate for their case and remind the student of resources available in the department and on campus.

If the student has any further questions about academic probation or program dismissal, please speak with the Director of Academic Education (DAE) or the Chair of the department.

Doctor of physical therapy students must understand these guidelines, take responsibility for keeping up with their studies and appropriately address any issues before they impede their academic performance.

For more information, see the SHP 15.306 Doctor of Physical Therapy Promotions, Probation, Dismissal, or Policy 7.105. HSC Policy: Student Code of Conduct and Civility in the Policy, Procedure, and Process Manual.

5.7.0 Appeal of a Dismissal

If a student is dismissed from the DPT program, the student can file an appeal in writing to the Dean of the School of Health Professions within 5 business days of receiving official notification of dismissal given by the Chair of the Department. For further information, see SHP Dismissal Appeals Process at Policy 15.306 SHP in the Policy, Procedure, and Process Manual.

5.8.0 Leave of Absence

Students enrolled in academic programs within the School of Health Professions (SHP) are permitted to request a leave of absence (LOA) due to a medical condition or for personal reasons. A LOA for personal reasons cannot be granted if the student is not in good academic standing at the time the request is made. Good academic standing is defined as a cumulative GPA at or above a 3.0 and not on academic probation.

A leave of absence due to medical reasons requires documentation from a licensed healthcare professional. Additionally, this type of documentation must describe the nature of the medical need and the estimated length of time needed.

If leave is due to personal reasons, the request must be accompanied by documentation from the student describing the reason and the estimated length of time needed for resolution. Leave of absence for personal reasons cannot be granted if the sole purpose for taking the leave of absence is to avoid a failing grade or placement onto academic probation.

For students wishing to seek LOA, the student initiates a meeting with the Department Chair/Program Director to seek information on the process, qualifications, and requirements for leave and return from leave. The meeting should outline the following:

- What a Leave of Absence means
- Outlining the process for leave of absence
- The different types of leave- medical vs. personal
- Where to obtain the proper forms and documentation

Please note that a LOA requires approval from the Chair of the department and Dean of SHP. Please see SHP Policy P7.103-17 -Leave of Absence for information on how to request a leave of absence in the Policy, Procedure, and Process Manual.

If LOA is approved, the student needs to be readmitted into the program. The student will notify the Office of the Registrar, the Dean of the School of Health Professions, Department Chair/Program Director of the intent to return to the program, when possible, at least 30 days before the start of the classes.

Upon returning from a leave of absence, the student must petition for readmission in writing, regardless of the reason. Depending on the reason, the returning student may be required to submit additional documentation supporting their ability to resume a full academic load in their respective program. The student must request readmission to the academic program in writing. The Dean will determine if readmission is approved after consultation with the student and upon recommendation of the Chair of the department.

Upon return from a leave of absence that is either personal or medical, the returning student may be required to affirm continued compliance with the health and technical standard of their respective academic program. Additionally, the academic status obtained before the leave of absence will be the same upon readmission.

Students returning from a leave of absence may be required to complete additional coursework or testing to meet the academic requirements of their respective program or to increase the chances for the student's academic success in the program. For further information on leave of absence readmission procedures please see Process No. 2 in the Policy, Procedure, and Process Manual.

5.9.0 Academic Withdrawal

At any time, the student may choose to withdraw from the program. The student will inform the Chair of the Department & Director of Academic Education of academic withdrawal. To withdraw from the program, a student must fill out the online withdrawal form provided by the registrar. This form needs to be endorsed by the Dean of the School of Health Professions. It is the student's responsibility to reach out to Financial Aid for discussions about the financial consequences of withdrawal or any refund-related queries.

Students who choose to withdraw have the opportunity for potential readmission. To be considered for readmission, the student must apply and meet the acceptance criteria for the program. It's important to note that being initially accepted into the program does not guarantee re-admittance. Additional information may be required during the readmission process.

5.10.0 Program Suspensions & Expulsions

Suspension and expulsions are considered disciplinary sanctions and will be notated on the student transcript.

Suspensions are defined as the removal from the UNTHSC for a specific period. A suspended student will be removed from enrollment and trespassed from university premises until the period of suspension has expired and the student has applied for readmission to UNTHSC and has been cleared for readmission by the appropriate UNTHSC officials.

Expulsions are defined as permanent severance from UNTHSC. An expelled student will be permanently removed from enrollment and permanently trespassed from university premises. This will be reflected in a student's permanent academic record. For more information, see HSC Policy 7.105 in the Policy, Procedure, and Process Manual.

5.11.0 Graduation Requirements

To graduate from the Doctor of Physical Therapy program, a student must meet certain criteria, including maintaining a good academic and professional standing, making satisfactory progress throughout the academic program, and successfully fulfilling the following requirements:

1. Completion of the necessary credit hours in academic and clinical education coursework.
2. Maintaining a minimum cumulative grade point average at or above 3.0.
3. Earning no more than 3 C's during the didactic phases of the curriculum.
4. Earning a "Pass" in all clinical education courses, as outlined in each course syllabus, which includes meeting specific performance standards on the PT MACS via Exxat.
5. Demonstrating professional behaviors consistent with clinical practice, as described in the Professional Behaviors, APTA Core Values, the Code of Ethics for the Physical Therapist, and the Technical Standards outlined in the DPT Student Handbook.
7. Completing all required documents from the DPT Program in preparation for graduation.
8. Fulfilling all professional and financial obligations to UNTHSC as stated in the DPT Student Handbook, as well as any communicated requirements from the University's administrators.

5.12.0 Physical Therapist Licensure

The regulation of Physical Therapists varies among states and is typically overseen by a State Board of Physical Therapy. Each state has specific licensure requirements that graduates must investigate individually.

National Physical Therapist Examination:

Graduates must pass the National Physical Therapist Examination (NPTE) to obtain a license as a physical therapist. The NPTE is administered by the Federation of State Boards of Physical Therapy (FSBPT), which also publishes data on pass rates.

The NPTE aims to assess the basic entry-level competence of graduates from accredited DPT programs. It is designed to ensure that only individuals with the necessary knowledge of physical therapy are licensed in the field.

The passing scores for the NPTE reflect the minimum level of performance required to provide safe and competent physical therapy services. Those who score at or above the passing score have met the performance standard and are eligible for licensure.

Jurisprudence Examination:

In many states, a jurisprudence exam is required to evaluate a graduate's knowledge of state laws, rules, and the practice act that governs physical therapy practice. Graduates of the DPT Program are encouraged to take state and nationally recognized licensing examinations as so they are adequately prepared.

Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained from the FSBPT website.

6.0 General Student Expectations in the DPT Program

6.1.0 Student Practice in Classrooms/Laboratories Outside of Class Time

Faculty members realize that students need to practice outside of class hours. The library provides a practice space that may be helpful to students who wish to practice after operational hours. Students may use the classroom/laboratories during the week when classes are not taking place in these locations, after class hours, or during weekends with ID badge access. Clearance is needed from the Department Chair.

Weekend access must be cleared through a written request addressed to the Chair of the department Academic Coordinator, and Director of Academic Education. All PT lab equipment, supplies, and materials are for the exclusive use of current students as part of their physical therapy educational curriculum. Therefore, all school equipment and materials, are for educational purposes and should be left available for all students. Students who wish to borrow any item must gain approval from the course director teaching the content related to the equipment. Students should not practice with any equipment not currently under study in coursework.

Faculty members believe that students can serve as a check and balance for one another regarding the use of the equipment and the practice of specific techniques. A classmate can recognize precautions or contraindications that might impact the practice session. Therefore, students should practice only with another classmate who knows the assessments and interventions being

reviewed.

Students should never provide interventions or examinations to non-classmates, including family members, friends, spouses, or other persons, who are not familiar with the assessments or interventions as that person would not be able to indicate precautions or contraindications to the techniques. Students should not “treat” another student for an injury or impairment without supervision from a faculty member. Students could be directed to observe or practice techniques on typical/normal persons outside of class time with guidance from a faculty member.

Students must exit classroom/laboratory space at building closing times or if directed to do so by campus police. Students should be prepared to identify themselves as currently enrolled students if asked to do so by university personnel.

Students are expected to keep the classroom/laboratory spaces neat and organized. Students should leave the space ready for use by other people and should follow any directions faculty members have provided regarding the placement of equipment and laboratory items. The expectation is that students do not leave any classroom after a class period until the classroom is returned to its original state with equipment put away and linen removed. Mats and desks should be cleaned after use to maintain infection control and cleanliness.

6.2.0 Extracurricular Expectations for Students

Students in a professional program are expected to participate in extracurricular activities that faculty members have determined contribute to the overall professional education experience. Examples of extracurricular activities for which attendance and participation are expected along with professional behavior include, but are not limited to, the following:

- Attendance at all meetings called by the Chair, the Director of Academic Education (DAE), and the Director of Clinical Education (DCE) or their designee
- Special screening for patient/client events arranged by faculty members
- North Texas District or Texas Physical Therapy Association activities if announced as an expectation
- Activities with physical therapy or physical therapist assistant students from other programs and with students from other disciplines at HSC
- Activities with clinicians or healthcare professionals
- Attendance at all meetings called by the Dean, Provost, or President of HSC
- Grand rounds or special speaker events offered by the institution if directed to such events by the Chair of the Department
- Social media activities related to the class/profession
- Attending research seminars organized by the department

6.3.0 Service Hours

The UNTHSC Doctor of Physical Therapy (DPT) Program requires that students engage in community service to promote culturally responsive care for all patients and to enhance professional values. Students are encouraged to engage in service activities that align with

their passions both within the UNTHSC community and groups within the communities in which they live.

Students who fail to complete the service hours requirement for 2 consecutive 6-month periods will be referred to the Student Performance Committee. Students who have not fulfilled the service hours requirement upon enrollment in DPHT 7192: Capstone course may be delayed in early clearance for the NPTE.

Service Hours Requirements

Students must complete 10 hours of community service every 6 months and submit proof of hours by December 31st and June 30th to the Director of Academic Education on Canvas for a total of 2 submissions per academic year. Third-year students are not required to complete service hours during their final spring semester.

DPT faculty or a community member supervising the service activity must sign off on each activity. DPT students are not allowed to sign off on service activities. Unsigned hours will not be counted towards the successful completion of the service hours requirement.

Students may not count service hours for activities in which they are paid to complete the activity, or for activities in which they will receive course credit.

- Travel time to and from the service activity will not count toward the total number of service hours completed.
- Students participating in sporting events to raise money for a non-profit organization may claim up to one service hour per event.
- Students may claim a maximum of 5 service hours for service directly tied to the DPT Program at UNTHSC.
- Examples of volunteer activities that do NOT count towards the service hour requirement include but are not limited to the following: maintenance activities associated with keeping the DPT labs and classrooms clean and organized; helping faculty with set up or clean-up of lab activities; helping classmates move in or out of residences; tutoring fellow classmates; preparation of food items for DPT program-related activities.

If a student volunteers greater than the 10-hour requirement a maximum of 5 hours can be carried over to the following semester. For any questions regarding service hours or volunteer opportunities please contact the DAE.

6.4.0 Other Community Service Procedures and Responsibilities

Students who participate in volunteer activities outside the scope of activities pre-approved or assigned by the program are not required to obtain prior approval. However, in activities where the student is acting as an agent of HSC, the student is expected to ensure appropriate supervision. In activities where the student is acting as an agent of HSC, prior approval from the Chair is required.

Clinical Activities Requiring Supervision by a Licensed Physical Therapist

PT students may perform clinical tasks under the supervision of a physical therapist licensed in the jurisdiction in which an activity occurs for charitable, humanitarian, or community service organizations. These activities may be directly supervised by a member of the HSC PT

faculty. If the student acts as an agent of HSC (e.g., wearing an HSC t-shirt, discussing student role/affiliation), prior approval from the Department Chair is required.

Activities Not Requiring Supervision by a Licensed Physical Therapist

DPT students may perform “service work” or menial tasks that may or may not take place in clinical settings (e.g., transporting patients, answering telephones, filing reports) without supervision by a licensed physical therapist, provided that:
they are not paid for performing these services,
the activities do not conflict with the student’s overall learning experience
they are not practicing physical therapy skills.

6.5.0 Attendance Policy

Attendance: Students are expected to arrive on time and be present for all scheduled didactic and clinical activities, including returning from breaks. Attendance is mandatory for meetings conducted by the Dean, Associate Dean, Chair, and or faculty members. Attendance during orientation is considered a mandatory meeting.

Class Attendance: Class attendance is expected of all students. Failure to attend class (including lectures, labs, clinical rotations, and other academic activities) may result in disciplinary proceedings (see the professionalism policy above). Students are responsible for reviewing each course syllabus for additional attendance requirements and details related to examinations, practical exams, and assignment requirements.

Excused Absence: This is defined as an absence from scheduled academic activities or classes which have been approved at the discretion of the course director or Chair of the Department. Medical illness should be reported to course directors. The Chair of the department will approve absence due to a major life event (planned) or medical reasons such as illness (could involve an emergency or unavoidable medical services). For extended time away, students should consider the leave of absence policy if applicable.

Major life event absences include but are not limited to funerals and significant religious events (refer to the Student Affairs Policy Manual (Chapter 7.104 of HSC Policies and Procedures) available in the Policy, Procedure, and Process Manual_or other major events as approved by the Chair of the Department.

Excused absences due to a medical event, illness, medical appointment, or diagnostic test for an urgent condition, **must be** supported by the appropriate medical health professional’s note. Absences for routine medical appointments are **not** covered under this definition. For major assessments that are missed (practical skills check, examinations) documentation is needed from a medical professional to be considered an excused absence. Rescheduling of major assessments will be coordinated by the Course Director.

Unexcused Absence: Full or partial absence from a scheduled academic activity or class without approval from the Course Director or Chair of the Department is considered an unexcused absence. Unexcused absences will be considered through the professionalism policy. Refer

to this policy for how offenses are managed.

6.6.0 Procedures of Notification for Attendance Issues

Students are expected to notify the Course Director **before** all absences except for absences related to emergencies where the notification should be provided to the Chair of the Department, Director of Academic Education, and Course Director. The absence will be determined to be excused or unexcused and managed as noted above.

Planned absences (related to major life or medical events as defined above) are expected to be a rare occurrence. When a student anticipates that absences from the program will involve multiple class sessions for a single course or multiple courses, the Chair of the Department must be notified in writing as soon as the potential conflict becomes known. The student will submit the request in writing to the Chair and Director of Academic Education and identify all Course Directors for courses that will be missed, with sufficient detail regarding the dates, purpose, and assignments/exams that may be missed. Approval is required.

For absences during clinical rotations, contact the Director of Clinical Education and all impacted supervisors/clinical instructors with sufficient detail regarding the dates, purpose, and assignments/exams that may be missed. Approval is required.

Students that require extended absence from the program are subject to the SHP: Leave of Absence Process. Please see the Policy, Procedure, and Process Manual for further information.

6.7.0 Responsibility of Course Content

Students who have an excused or unexcused absence from a class are responsible for acquiring the information missed due to absence on their own accord. The student will be held responsible for all content, materials, notes, and course information presented in the course. The Department is not obligated to provide make-up sessions, exams, quizzes, or lab practical's to absent students, even if the absence is considered excused per HSC Policy.

6.8.0 Make-up Examinations

In the case of an exam day absence, the Course Director must be **notified as soon as feasibly possible and before the examination**. The student must provide written documentation of the absence. If approved for a make-up examination due to an excused absence, the student should reschedule the exam at the earliest possible time with approval from the Course Director.

Unexcused absences are not allowable to make up a missed graded activity. A zero grade will be earned with a possible appearance at the Student Performance Committee (SPC).

6.9.0 Examination Policies

Students are required to comply with TES examination procedures and policies and DPT policies. Written exams may be administered on paper, Scantron, or electronically. Electronic examinations require the use of UNTHSC-issued computers equipped with ExamSoft software.

DPT students will be instructed on how to download and use ExamSoft during the UNTHSC student orientation.

DPT students must always have a student identification badge with them to be admitted to and remain in testing areas. All on-campus exams are proctored. DPT students must comply with test proctor directions. If there is a discrepancy between the proctor's directions and student expectations during the exam, the student is to follow the proctor's directions and address the issue later with the Course Director.

DPT students with an excused tardiness arriving after the first 15 minutes of the examination will not be allowed to take the exam. Tardiness to an exam also means the student only has the remaining time of the examination to complete the assessment. Excused tardiness or absences will be coordinated with the Course Director for a make-up time and date. Students who have an unexcused tardiness or absence will not be allowed to take the exam and will receive a zero grade. Any reproduction or distribution of exam content will constitute a violation of the Student Code of Conduct and Discipline and will result in disciplinary proceedings.

Exam grades are posted in the gradebook on Canvas. Students are not permitted to review a proctored written examination upon its completion. Course directors may provide feedback regarding frequently missed topics and themes in content areas if requested. Students may request feedback from course directors in writing via email once grades have been posted. Students have up to five days after grades have been posted to reach out to the course director. The student must complete a self-reflection assessment before meeting with the course director. A course director may review specific examination items, but this is at the discretion of the course director and must be conducted in person.

Each written examination question is quantitatively and objectively assessed by calculating a robust battery of statistical tests. These statistical tests identify poor, unreliable, invalid, or unfair test questions. Additionally, these objective, statistical tests are useful for identifying test questions with answers that were keyed incorrectly. Requests to change the written examination final grade based on a specific item will not be honored because of the nature of the statistical analyses calculated for each written examination.

Students may be permitted to review the rubric of a course assignment, a practical examination, or a competency skill assessment at the discretion of the course director. In place of a full rubric review, a course director may choose to provide students with overall performance feedback on specific topics and themes.

If a student disagrees with the final score of a written examination, course assignment, practical examination, or a competency skill assessment, the student should respond appropriately by utilizing the methods described in the DPT student appeals section of the Student Handbook.

6.10.0 Technology in the Classroom **Electronic Communication Policy**

Electronic communication includes email, Canvas discussions/messages, video conferencing (e.g., Zoom, Skype), text messages, instant/direct messaging, and social media (e.g., Facebook, Twitter, LinkedIn, Blogs, YouTube, and other social networking media).

General

- Electronic communication may be subject to HSC policy 3.101 and 3.102 in the Policy, Procedure, and Process Manual. In situations when this policy is not applicable (e.g., electronic communication between students on non-HSC-managed platforms), departmental policies still apply.
- Electronic communications are not confidential; they are subject to review by federal, state, and university officials (including but not limited to applicable program faculty, staff, and clinical instructors).
- Electronic communication should be professional in structure and content and adhere to HSC policies 3.101 and 3.102, Student Code of Conduct and Discipline 07.105, and the APTA Code of Ethics.
- Please see Policy, Procedure, and Process Manual for HSC Policies
- All electronic communication containing HIPAA- or FERPA-protected information must adhere to UNTHSC policies found in HSC Policies 3.101 and 3.102
- Please see Policy, Procedure, and Process Manual for HSC Policies
- Text messaging/direct messaging/social media communication may be used as a supplementary form of communication for specific faculty/staff/clinical instructors, but email remains the official method of communication for the program.
- All social media communication must adhere to HSC policies 3.101 and 3.102
- Please see Policy, Procedure, and Process Manual for HSC Policies
- Students must not identify themselves as affiliated with HSC when fundraising unless prior approval is obtained by the Chair of the Department.

Receiving or Responding to Emails

- Students are expected to use their UNTHSC email (and/or Canvas messaging at course instructors' discretion) for all official program communications; personal emails are not appropriate.
- Students are expected to check their UNTHSC email at least once per business day for the entire duration of the program, including during clinical rotations and breaks, except for official university holidays/closures. This is critical for:
 - Our university maintains compliance and alerts students to important information that may be time sensitive.
 - Utilize one email thread per topic to allow for clarity and tracking.
 - Include a descriptive topic heading in the subject line (e.g., Smith Sam Anatomy Absence 062319).
 - Limit the use of "Reply All"
- Students must respond to emails marked "High Importance", "Urgent", or similar from any faculty member, staff member, clinical instructor, or other HSC affiliate within 24 hours, or sooner if otherwise indicated by the email.
- Students are expected to respond to emails from any faculty member, staff member, clinical instructor, or other HSC affiliate within 48 hours except during official university holidays/closures, or by the deadline indicated by the email if applicable.
- Students should maintain a professional signature in their email. Using Microsoft Outlook features, the student may include name with the SPT designation and identify the program year, school, and institution.
- Review the Canvas class page for proper email etiquette expected in a professional program.

DPT Student Use of Electronic Devices During Class Time

Computers and similar devices (notebooks, iPad, smartphones, etc.) may be used in class for class-related activities as determined by the Course Director. Using the computer for non-course-related activities during class time including, but not limited to web surfing, playing games, texting, instant messaging, shopping, and social media is unprofessional and distracting. The Course Director may not allow students to have their laptops open during presentations where note taking is not indicated.

An audio or visual recording is not permitted without prior approval of the Course Director or individual lecturer. Cell phones must be turned off or placed on silent during course activities. If a DPT student anticipates the need to take a call during class time, it is advised to notify the lecturer before the start of class and sit in the back of the class to minimize classroom disruption. Not adhering to these recommendations may result in consequences as outlined in the professionalism policy.

6.11.0 Artificial Intelligence (AI) Statement

This policy has been triggered due to the rise of generative AI and AI-assisted technologies. Using AI technology for any course assignment is strictly prohibited without explicit consent provided by the course director. Disciplinary action related to violation of this policy will be administered in a manner consistent with academic dishonesty.

A faculty member may choose to request that the student certify an assignment with the following statement: I, _____ (name), attest that the information contained within this assignment is true, accurate, and complete to the best of my knowledge without the assistance of generative AI and AI-assisted technologies.

6.12.0 Canvas Learning Platform

Canvas is a learning management system free to all HSC students. Each course will have its Canvas page that contains the course syllabus, modular content, handouts, grading rubrics, and assignment dates. The PT program requires that all students become familiar with the Canvas technical requirements, features, and other information needed to have a successful online learning experience. For more information about Canvas, go to the following link:

<https://www.unthsc.edu/academic-affairs/center-for-online-education/canvas/>.

6.13.0 IT Helpdesk Information

The UNTHSC Helpdesk has desktop and peripheral support and routes service requests to ITS departments as appropriate. The Helpdesk is available to students at 817-735-2192 or helpdesk@unthsc.edu. Please see their website for additional information:

<https://www.unthsc.edu/information-technology-services/helpdesk-client-services>

6.14.0 General Dress Code Guidelines

As professionals, physical therapists should present themselves in a manner that projects competence, allows function, and ensures the safety of patients, students, and others involved. The dress code strives to be sensitive to the needs of the students, the location of the program, and the clinical sites that receive our students, and considers the importance of presenting a professional image in various settings.

This dress code describes the minimal expectations for student appearance. Faculty members and/or clinical sites may require different or additional dress code standards than those described. Dress code requirements will be addressed in individual course syllabi and be enforced by the faculty member. DPT students may be sent home to change if any of the above parties determine that clothing or appearance is inappropriate, given the above guidelines. Requests for exceptions to this policy shall be submitted in advance by the student to the Department Chair for approval.

Failure to comply with specific dress code requirements for a course may result in a loss of course points and potentially a lower course grade. Repeated violations of the dress code will be considered through the professionalism policy and may result in being called before the Student Progress Committee to determine whether disciplinary action is needed. Please see examples of different dress code requirements below.

Traditional Business Attire represents the most formal of dress categories. This attire is used for professional presentations in or out of the classroom or mock interviews and traditionally includes the following:

- Suit or pants/slacks or dress/skirt with a blazer
- Button-down shirt with tie; blouse with pants or skirt

Business Casual attire is less formal than traditional business attire, yet still reflects a clothing-appropriate workplace environment. This attire is worn when guest speakers come to the classroom or when presenting information to faculty and colleagues in an informal setting. Clothing should be sized appropriately; tight clothing is inappropriate. Business casual traditionally includes the following:

- Polo/collared shirts (avoid logos unless they are HSC brand)
- Khaki pants or casual slacks
- Blouse or collared shirt

Medical/surgical scrubs are allowed as an acceptable alternative to business casual for practical examinations or competency skill checks only. This can include:

- Solid color top and bottom
- Relaxed fit to allow freedom of movement while maintaining modesty; pants should be properly fitted in length
- Scrubs worn in the anatomy lab may *not* be worn in general classrooms

Casual/Athleisure attire is a style of athletic clothing typically worn as everyday wear. This type of clothing can be utilized in the classroom when student or guest's presentations are not occurring. Examples of this type of clothing are included below:

- Denim pants
- Sweatshirts/hoodies
- Yoga pants
- Sneakers
- Any exercise clothing that properly covers the body (buttocks, torso, and cleavage should be covered)
- Pajamas or sleepwear is not acceptable in the classroom

Lab Attire during clinical labs (excluding Gross Anatomy) on campus, students should dress in clothing that allows visualization and palpation of structures and exercise, while balancing the need for student modesty. It is appropriate at the student's discretion to wear covering clothing such as t-shirts, sweatshirts, or sweatpants that can be easily removed as needed during the lab session. Class instructors may at times, contact the class to let them know a particular lab will not require lab attire on a given day. At all other times, lab clothes are mandatory unless cleared by the instructor. Description of appropriate lab attire includes the following:

Lab Appropriate Attire as Appropriate to the Individual:

- Sports bra with thin shoulder straps, narrow torso band, that does not obscure the scapulae.
- Acceptable forms include thin racerback or halter-type sports bra
- Shorts: minimum 5" inseam length that can be rolled up
- Appropriate length of shorts worn under garments
- Solid fabric yoga or exercise pants are acceptable
- No denim pants
- Shirts
 - Can be doffed to permit lab skills practice

Footwear for all need to be appropriate for class content such as tennis shoes. Requests for exceptions to this policy shall be submitted in advance by the student to the Department Chair for approval.

During Clinical Education Settings students are expected to dress appropriately, convey a professional appearance or image, and are expected to comply with the **business casual** guidelines outlined above, with the following clarifications:

- To allow freedom of movement for patient care, slacks may be expected. Students may request to wear skirts/dresses for religious practices if the skirt allows ease of movement, and modesty to allow full patient care.
- Shoes: Shoes must be closed providing stability and safety for patient care.
- If a clinic allows or requires a lab coat or scrubs, the student will comply with the clinic's requirements. If a clinic has an occasional day such as "Casual Friday," the student may follow the clinic dress code for that day.

Professional Meeting Settings

When attending professional meetings at the local, state, national, or international level, HSC DPT students represent the DPT program, the University, and the profession. Students should project a professional image and business casual, or traditional business attire is

appropriate.

Student ID Badges

HSC will issue each student an ID badge with an embedded microchip that allows access to certain doors as well as parking garages. The PT program also uses ID badges for proctored exams. These must be worn while the student is on campus and if applicable internships and clinical rotations. A lost or stolen card should be reported to the police immediately.

6.15.0 Change in Contact Information

Changes to personal information including contact information and name changes are processed by the Office of the Registrar and distributed to the appropriate academic and administrative units of the HSC. For more information about how to change personal information, visit <https://www.unthsc.edu/registrar/> It is the student's responsibility to obtain a new ID badge if there is a name change.

6.16.0 Occupational Safety on Campus

In the event of a hazardous exposure (needle stick injury, body fluid splash, etc.) students are advised to seek immediate medical treatment. Students should follow the steps below and report the incident so that appropriate measures that can be instituted. Students should not delay treatment. Proper management and treatment should begin immediately as it is critical to receive treatment within the first two hours following injury.

a. On-Campus Exposure

- Wash the area with soap and water and flush with large amounts of water for the eyes and mouth
- Notify the Course Director
- Keep the source of blood at the site so blood can be drawn
- Contact and seek care at the Student Health or a Priority Care Clinic

b. Off-Campus Exposure

When the injury occurs off campus, students should ALWAYS follow the clinical or hospital site infectious disease procedures and later report to Student Health Services.

- Wash the area with soap and water and flush with large amounts of water for the eyes and mouth
- Notify supervisor, Course Director, & DCE immediately
- Keep a source of blood at the site so blood can be drawn
- Contact and see care at the closest source of care (Student Health Clinic, Harris Occupational Health, or nearest ER)

c. Injury Reporting

An incident report should be completed if an injury occurs on-campus. Students in the didactic phase of education should request an incident report from the Course Director and submit it to the UNTHSC Director of Safety and the Course Director. More information can

be found at the following:

<https://www.unthsc.edu/safety/occupational-health-services/>

7.0 Student Resources

7.1.0 DPT Lockers

During the didactic phase of the curriculum, the DPT program assigns each student a locker near the classrooms. These lockers must be emptied before students leave for clinical rotations in the third year.

7.2.0 HSC Student Kitchen Area

HSC has provided a kitchen area for students. In IREB, there is a kitchen area on the first floor. Students are required to ensure that the areas stay clean, and the refrigerators stay tidy. Any small appliances, not furnished by HSC, need to be approved by the DPT leadership before placing them in the kitchen. No appliances with open heating elements are allowed. Students may use convenient lunch options on campus as alternatives.

7.3.0 HSC Student Affairs

Student Affairs oversees issues that are relevant to all students from pre-enrollment through graduation. Student Affairs provides co-curricular and extra-curricular services, programs, and activities to facilitate students' academic training, personal growth, and professional development. Student Affairs is comprised of the following departments: the Office of Student Affairs, Center for Academic Performance (CAP), Registrar's Office, Financial Aid Office, Student Development Office, International Services Office, Office of Career Services, Disability Accommodations, Wellness Office, the Founders' Activity Center, and the Testing and Evaluation Services Office. More information can be found at the following:

<https://www.unthsc.edu/students/student-affairs/>

7.4.0 Center for Academic Performance (CAP)

The Center for Academic Performance offers services designed to enhance all levels of academic performance through academic consultations, learning assessments, and self-management. Consultation with CAP can be self-referred. CAP offers the following to all UNTHSC students: academic counseling, learning, and study strategy assessment, writing support, tutoring, and workshops. CAP Contact Information: Phone 817-735-2531. CAP@unthsc.edu or at the following:

<https://www.unthsc.edu/center-for-academic-performance/>

7.5.0 Founder's Activity Center

The FAC is an on-campus fitness center that houses a variety of equipment and offers a wide range of group fitness classes. A multi-

purpose outdoor court is available for basketball, tennis, or volleyball. An active ID badge is required for access at all times and patrons must be at least 16 years of age to utilize FAC amenities (including use of outdoor court). More information can be found at the following:

7.6.0 Office of Care and Civility

UNTHSC is committed to students' well-being, not only academically, but emotionally and physically. The Office of Care and Civility provides services across campus that respond to our students' unique health and wellness needs. Student resources and information on student conduct and civility, including the process of reporting a student of concern can be found below.

<https://www.unthsc.edu/care-and-civility/resources/for-students/>

7.7.0 Student Assistance Program (SSP)

UNTHSC offers free 24/7 access to virtual care through TimelyCare.

TimelyCare includes:

- TalkNow – 24/7, on-demand emotional support.
- Scheduled Counseling – Select the day, time, and mental health provider of your choice. (nine visits per academic year – sessions reset on Aug. 1 every year)
- Psychiatry services – Advanced mental health care, available upon referral from TimelyCare counselors or HSC Student Health. (note – the Student Health Clinic also will continue to provide psychiatry services)
- Self-Care Content – 24/7 access to self-care tools and resources, such as meditation and yoga sessions, helpful videos and short articles from experts.

Students may also contact HSC Student Health for on-campus counseling services 817-735-5051. The National Suicide Hotline is also available to students who feel they are in crisis. This service is available 24 hours a day, 7 days a week at 1-800-273-TALK (8255). Further information is found at the following:

<https://www.unthsc.edu/care-and-civility/mental-health-counseling-community-resources/>

7.8.0 Substance Abuse and Self-Reporting

UNTHSC strongly encourages students with substance abuse issues to seek treatment before critical incidents (e.g., arrests, usage on campus, intoxication in the classroom, or during clinical rotations) occur. For more information:

<https://www.unthsc.edu/care-and-civility/mental-health-counseling-community-resources/>

7.9.0 Zero Tolerance for Sexual Violence and Harassment

It is the policy of HSC to maintain a workplace and a learning environment free of sexual harassment and intimidation. Harassment of students is a violation of Section 106.31 of Title IX of the Education Amendment of 1972. Harassment of employees is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 and the Texas Commission on Human Rights Act. Sexual advances, requests for

sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment. Any sexual harassment incidents should be reported immediately to the Office of Student Affairs or the Equal Employment and Opportunity Office. Please see link below for reporting any misconduct.

https://cm.maxient.com/reportingform.php?UnivofNorthTexasHSC&layout_id=10

7.10.0 Care Team

The mission of the Care Team is to contribute to healthier communities by assisting in protecting the health, safety, and welfare of the students and members of the HSC community; foster student success; provide a comprehensive response to students whose behavior is disruptive to themselves or the educational environment or may be in violation of the Student Code of Conduct & Discipline. The Care Team often collaborates with other offices within the campus community. Contact information can be found at the following:

<https://www.unthsc.edu/care-and-civility/care-team/>

7.11.0 Student Food Pantry

HSC Care Team has recognized that for students to be well and succeed academically, basic needs must be addressed. As a result, the Office of Student Affairs has established two food pantry locations on campus to assist HSC students.

<https://www.unthsc.edu/care-and-civility/resources/for-students/>

7.12.0 Gibson D. Lewis Health Science Library

The Gibson D. Lewis Health Science Library supports the education, research, patient care, and community service missions of the University of North Texas Health Science Center (UNTHSC) by meeting the information needs of faculty, students, staff, and the local health sciences community. An active ID badge is required for entry into the library. All services and hours of operation related to the Gibson Lewis Library can be found at the following:

<https://library.unthsc.edu/node>

7.13.0 Printing, Scanning, and Copying

The DPT program does not provide printing, scanning, or copying services for students. Go to <http://library.hsc.unt.edu/content/printing-copying-and-scanning> to find a current listing of locations for equipment students may use on campus, including information on Pharos, the print management system used at HSC.

Students may contact the Library Service Desk at 817-735-2465 or via <https://library.unthsc.edu/services/ask-us>

7.14.0 Student Veterans Information

Veteran and military-specific resources and opportunities are available at HSC. Information on resources is provided before new student orientation or found at the following:

<https://www.unthsc.edu/students/registrar/veterans-benefits/>.

7.15.0 Transportation

UNTHSC offers discounts to its employees and students for bus and train fares, as well as on the BikeShare program. Further information can be found at the following:

<https://www.unthsc.edu/operations/sustainability/transportation/>.

7.16.0 Recycling

UNTHSC offers co-mingled recycling services for our campus community. Co-mingle means that all recyclable items can be collected in one container rather than having to sort each item by type. Receptacles for trash and recycling are located throughout campus. Other recyclables include ink cartridges and toners, cell phones, and batteries (in special receptacles located on campus and in the library). These items can also be sent through inter-office mail to facilities management.

More on these initiatives can be found at the following:

<https://www.unthsc.edu/operations/sustainability/waste/>.

7.17.0 Lost and Found

UNTHSC has central lost and found locations in the HSC Police Department and the Lewis Library. If any lost items are found in the department, those can be brought to the PT administration.

7.18.0 HSC Student Health Clinic

Our exceptional providers and staff are committed to providing optimal healthcare to our students by offering primary and preventive services. Our mission is to provide HSC students with easy access to affordable healthcare for a **healthier HSC community**. Student Health visits are by appointment only. Same-day appointments may be available. To schedule an appointment, see the link below or call 817-735-5051.

<https://www.unthsc.edu/students/student-health/>

8.0 Physical Therapy Student Association and Class Officers

8.1.0 Registered Student Organizations (RSOs)

Many organizations on the HSC campus represent a variety of interests within the health professions community. Each year,

during Welcome Week, members of student governments and student organizations share information about their organization, programs, and membership requirements at the Registered Student Organization Fair. A listing and additional information on student organizations can be found at:

<https://www.unthsc.edu/students/student-development/registered-student-organizations/>

8.2.0 Physical Therapy Student Association (PTSA)

Student-related organization on campus that provides a representation of the Physical Therapy Program to students and fellow organizations at HSC. PTSA seeks out and promotes active communication and collaboration with the HSC faculty, staff, and administration. PTSA promotes continuing education via conventions and extra-curricular physical therapy ventures; a consolidated effort to give back to the community through volunteerism is promoted. PTSA officer elections are held each spring semester. Class officer positions include president, vice president, secretary, treasurer, fundraising chair, conference chair, and volunteer chair.

8.3.0 Physical Therapy Class Officers

Students may run for class officer positions during the first year, with positions being held throughout the student's cohort. Class officer positions include president, vice president, secretary, treasurer, curriculum liaison, social chair, Texas Physical Therapy Association representative, historian, honor code representative, & fundraising chair. Students on academic probation are *not* eligible to hold office in sanctioned student groups and are expected to resign from any elected or appointed positions held. An elected student officer can change if needed by the student. The newly appointed officer will be re-elected by the student body. Students may re-elect officers at the end of the first year if they wish.

9.0. UNTHSC Campus Safety Information

9.1.0 Emergency Preparedness

Incidents of crime and other serious emergencies that occur on campus requiring immediate assistance should be reported to the HSC Campus Police at 817-735-2600. Off-campus emergencies should be reported by calling 911. Reports can be made on a confidential basis if applicable.

9.2.0 Emergency Plan for Building

In the event of an emergency, students are advised to exit the building using the stairwells. Students should exit to the parking lot and move past the first two rows of parking to await further instructions. More information for emergency management can be found at:

<https://www.unthsc.edu/safety/emergency-management/>

9.3.0 Inclement Weather Advisory

Campus facilities will close, and operations will be suspended when adverse weather conditions and or safety hazards exist on the UNTHSC property as the result of such weather. Students will be notified of any campus warnings or closures via email or text. Please note that Fridays can be used for make-up days as needed to ensure curriculum standards are being adhered to. For more information see Policy 04.201 in the Policy, Procedure, and Process Manual.

Please also visit the following website for evacuation plans:

<https://insite.unthsc.edu/building-evacuation-severe-weather-plans/>

9.4.0 Fire Drills

Fire drills are conducted on a scheduled basis for all buildings in which patient care is performed. Students on rotation in clinics should become familiar with clinic-specific fire plans and be prepared to perform assigned tasks, if any, during drills or should a real fire occur. For more information, please see the following website for fire evacuation plans.

<https://www.unthsc.edu/safety/safety-office/fire-safety/>

9.5.0 Hazardous Exposure

In the event of a hazardous exposure (needle stick injury, body fluid splash, etc.) students are advised to seek immediate medical treatment. Students should follow the steps below and report the incident so that appropriate measures can be instituted. Students should not delay treatment. Proper management and treatment should begin immediately as it is critical to receive treatment within the first two hours following injury.

a. On-Campus Exposure

- Wash the area with soap and water and flush with large amounts of water for the eyes and mouth
- Notify the Course Director
- Keep the source of blood at the site so blood can be drawn
- Contact and seek care at the Student Health or a Priority Care Clinic

b. Off-Campus Exposure

When the injury occurs off campus, students should ALWAYS follow the clinical or hospital site infectious disease procedures and later report to Student Health Services.

- Wash the area with soap and water and flush with large amounts of water for the eyes and mouth
- Notify the supervisor, Course Director, & DCE immediately
- Keep a source of blood at the site so blood can be drawn
- Contact and see care at the closest source of care (Student Health Clinic, Harris Occupational Health, or nearest ER)

9.6.0 Incident Reporting for Exposures

An incident report should be completed if an exposure occurs. Students in the didactic phase of education should request an incident report from the Course Director and submit it to the UNTHSC Director of Safety and the Course Director. More information can be found at the following:

<https://www.unthsc.edu/safety/occupational-health-services/>

10.0 Appendix

10.1.0 DPT Student Handbook Acknowledgement Form



Department of Physical Therapy

DPT Student Handbook Acknowledgement Form

By signing below, I certify that I have received and read the Department of Physical Therapy Student Handbook for the DPT Program and understand the information provided in the program – particularly the Policies and Procedures to be followed.

I understand that if I have any questions about the contents of the Student Handbook, it is my responsibility to ask questions for clarification.

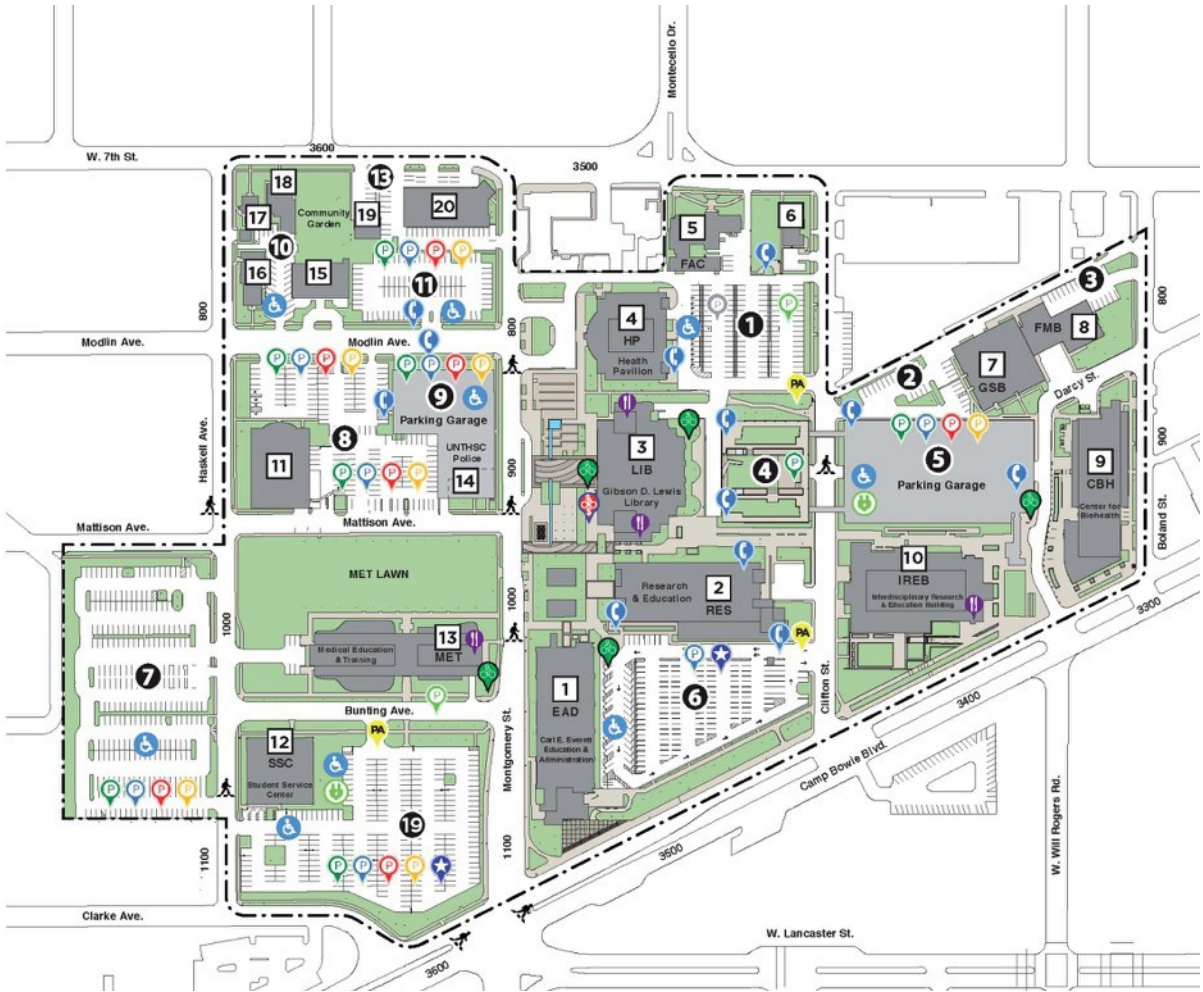
Printed Student Name: _____

Signature of Student: _____

Date: _____

BUILDINGS	
1	Carl E. Everett Education & Administration 3500 Camp Bowie Blvd
2	Research & Education 1055 Montgomery St
3	Gibson D. Lewis Library 955 Montgomery St
4	Health Pavilion 855 Montgomery St
5	Founder's Activity Center 3515 W. 7th St
6	Geriatric Annex 3501 W. 7th St
7	General Services 3420 Darcy St
8	Facilities Management 3416 Darcy St
9	Center for BioHealth 3400 Camp Bowie Blvd
10	Interdisciplinary Research & Education Building 3430 Camp Bowie Blvd
11	Physicians Surgical Network Affiliates 975 Haskell Ave
12	Student Service Center 1051 Haskell Ave
13	Medical Education & Training 1000 Montgomery St
14	UNTHSC Police 3600 Mattison Ave
15	Lena Pope Early Learning Center 3620 Modlin Ave
16	Women's Health Research 3632 Modlin Ave
17	Healthy Start 3633 W. 7th St
18	Storage/Ground Shop 3629 W. 7th St
19	St. Emilion French Restaurant 3617 W. 7th St
20	Professional Offices 3605 and 3609 W. 7th St

PARKING KEY	
	Visitor Spaces Available
	Premium Garage
	Premium Surface
	Employee Garage/Surface
	Student Garage/Surface
	Patient
	Park Mobile
	Parking Attendant Booth
	Bicycle Racks
	Bike Share Rental Station
	Emergency Phone Location
	Campus Eats
	Handicap Spaces Available
	EV Spaces Available



<https://www.unthsc.edu/campusmap/>