

TEXAS WOMAN'S UNIVERSITY
SCHOOL OF PHYSICAL THERAPY

Professional DPT Program

STUDENT HANDBOOK

Revised August 2018



SCHOOL OF
PHYSICAL THERAPY
TEXAS WOMAN'S UNIVERSITY

Dear Doctor of Physical Therapy Students:

The School of Physical Therapy at Texas Woman's University (TWU), the first Texas public university approved to offer the Doctor of Physical Therapy degree, welcomes you into the current class. TWU is the largest public university primarily for women in the nation. The curriculum plan meets or exceeds expectations for a program accredited by the Commission on Accreditation in Physical Therapy Education.

A professional, doctoral experience is more than individual courses. During your work here, you will be invited to participate in various activities in the profession and School, such as attending district or state meetings of the Texas Chapter of the American Physical Therapy Association (APTA), participating in the Applicant Forum for future students, and participating with your class in special functions. We hope you will take advantage of these opportunities.

The faculty has developed this Handbook to provide a central source of information for you about issues from admissions to graduation. Your advisor will certainly be a source of guidance for you, but you also need to be sure that you understand what the requirements are. In addition to this Handbook, you can contact the physical therapy office on each campus to clear up any uncertainties you may still have about forms, procedures and other information.

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

Sincerely,

Ann Medley, PT, PhD
Director, School of Physical Therapy
Texas Woman's University

PURPOSE OF THE HANDBOOK

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

Be sure to keep this Handbook available for review as it is designed to provide a basis for decision-making throughout the program. Students in this program are responsible for reading, understanding, and adhering to all university policies and procedures. Some policies and procedures may be changed during the course of your study at Texas Woman's University. Students will be notified of significant changes and will be expected to follow the guidelines provided in this document and others made available through the University.

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I. GENERAL MATRICULATION GUIDELINES [Return to Table of Contents](#)

- A. On or before the beginning of the first semester of the program, students must submit proof that all prerequisite requirements have been completed. Temporary proof includes grade reports and/or letter from instructor or registrar. Copies of current and complete transcripts must be received by Admissions Processing by the end of the twelfth day of classes. Failure to provide transcripts by the end of the twelfth day of classes may result in dismissal from the program.
- B. On or before the beginning of the first semester of the program, proof of immunizations must be submitted to TWU's Student Health Services. Students should keep original copies of all immunization reports in a safe place. Copies may be placed in the department file. Note: All students are required to complete the entire series of Hepatitis B immunizations and may not waive this requirement.
- C. Students who enroll in the professional Doctor of Physical Therapy (DPT) program are required to participate in a drug screen and criminal background check before the end of the first semester of the program. The School will designate the vendors to conduct these tests. The students will pay the cost for these tests at the time of the testing. Adverse results may result in dismissal from the program. (Addendum IV contains the policies on drug and criminal background screening and use of the results.)
- D. On or before the beginning of the first semester, students must review the "Physical Therapy Profession and Degree Program Essential Functions" document in [Addendum VIII](#). Potential students are strongly encouraged to determine for themselves their ability to meet these technical standards and/or performance expectations throughout the physical therapy program.
- E. Students are ultimately responsible for ensuring that all materials required by the Graduate School are submitted in accordance with University deadlines.

II. GENERAL POLICIES

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A. General student responsibilities

1. **University and School Policies and Procedures:** Students are responsible for compliance with University policies as documented in the [Graduate Catalog](#) (current at the time of initial registration) and the policies and procedures contained in this Handbook, including the Clinical Education Policies (see [Addendum II](#)).
2. **Policies Related to Graduation:** Students are responsible for meeting the requirements for graduation as stated in the Graduate Catalog and the School of Physical Therapy policies.
3. **Policies of University Components:** Students are responsible for meeting the requirements associated with the policies and procedures of the following University components:
 - Library – card, uses, conduct
 - Parking – fees and locations
 - Health Services – procedures
 - Campus Security – safety, building openings and closings, emergencies
4. **Policy Regarding Mail and Postings:** Students are responsible for reading all the material distributed to them via the TWU student mailboxes or electronically through the official TWU email or course management system.
5. **Policy Regarding Transportation:** Students are responsible for transportation necessary for class attendance, including classes held away from the assigned TWU campus.
6. **Policy Regarding Attire:** The faculty and students in the Doctor of Physical Therapy program at Texas Woman’s University have established a dress code that applies to all DPT students. This dress code should be used to guide all students when making decisions about dress and appearance during all activities where they represent both TWU and the Physical Therapy profession.

The purpose of this dress code is two-fold:

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

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

with specific dress code requirements for a course may result in loss of Professional Behavior points and potentially a lower course grade. (see entire dress code policy in [Addendum IX](#))

- 7. Policy Regarding Professional Behavior:** Students enrolled in a professional curriculum are not merely taking courses. Professional students are internalizing the appropriate roles within a profession. Therefore, students are required to maintain professional conduct in all situations and activities while enrolled in the curriculum. Students are expected to adhere to the APTA's [Code of Ethics](#) and the [Guide for Professional Conduct](#) regardless of whether the student is a member of the APTA or not. See Addendum I, [Section C](#) for "Ethical Principles for Physical Therapy Students." Remember that faculty members use your current behaviors to predict future behaviors, and they accept the responsibility to be gatekeepers for the profession. Also, remember that society expects doctoring professionals always to behave in an appropriate manner whether in class, clinic, or personal, but public, arenas.

The faculty has elected to use the Generic Abilities/ Professional Behaviors developed by May et al. to guide the professional conduct of students. The Generic Abilities/ Professional Behaviors are used in most physical therapy programs and include the attributes, characteristics, or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nonetheless required for success in the profession: the Generic Abilities/ Professional Behaviors include the following traits: Commitment to Learning, Interpersonal Skills, Communication Skills, Effective Use of Time and Resources, Use of Constructive Feedback, Problem-Solving, Professionalism, Responsibility, Critical Thinking, and Stress Management. A "Generic Abilities/ Professional Behaviors" form developed by the physical therapy faculty is distributed during the first semester of a student's enrollment. This form is used as a self-assessment to be completed by students and then used as a counseling tool during meetings with their Academic Advisors. Students who encounter either academic or non-academic difficulties associated with completion of this program may also be counseled according to the guidelines set out in the Generic Abilities/ Professional Behaviors form. Instructors reserve the right to incorporate the demonstration of "Generic Abilities/ Professional Behaviors" into their course requirements.

Students are expected to attend all classes and laboratory sessions, arrive punctually, actively participate in classes and laboratories, and demonstrate self-reliance and self-responsibility for meeting the requirements of the program. Absences, excessive tardiness, disruption of classes, or lack of participation may affect the student's grade. Students who arrive late for a class may not be allowed to enter the classroom until the next break. Students who have been unavoidably absent are responsible to arrange with the instructors for possible make-up of the missed class or laboratory material. Students should refer to course syllabi for specific expectations regarding student behavior.

Faculty members have a professional responsibility to document unprofessional conduct, even conduct that occurs outside of class time and which is not

specifically associated with a specific course. Students enrolled at TWU assume an obligation to conduct themselves in a manner compatible with the university's function as an educational community. Students are referred to the Student Rights and Responsibilities section of the Student Conduct Policies in the [TWU Student Life Handbook](#) for additional information on university expectations regarding conduct.

Physical therapy faculty members review violations of conduct related to participation as a student in a professional curriculum. Professionals are expected to demonstrate professional behaviors in their public and professional lives. Students are expected to be developing professional behaviors consistent with societal expectations for a person entering a doctoring profession. Faculty members will review reports of unprofessional behavior/conduct and determine the course of action. Examples of unprofessional conduct include unsafe behavior in laboratory or class which might result in harm to other persons, even outside of class time; failing to adhere to class attendance policies; failure to submit CPR certification and all required health records in a timely manner; verbal, physical, or psychological abuse; and disrespectful behavior to classmates, patients, clinical educators, faculty, staff, or other TWU employees.

Students will receive a citation along with a remediation plan when faculty members agree that compelling evidence of unprofessional conduct exists. (Note the citation form in [Addendum VI](#)). In the event of continued documented evidence of unresolved student problems, the faculty has the right to prevent a student from progressing to the next semester.

8. **Policy Regarding Use of Technology and Social Media in Physical Therapy Education:** Online communication using social media and networking is a recognized form of daily communication. The TWU School of Physical Therapy expects responsible and ethical behavior of its students when using this form of communication, whether the student is participating in on-campus courses, online courses/distance education, or clinical education experiences off campus. This policy and the guidelines and procedures found in [Addendum X](#) are intended to protect the rights, privacy and confidentiality of patients, fellow students, faculty and staff, clinical educators and TWU-affiliated facilities.
9. **Policy Regarding Maintenance of Space:** Students are expected to keep classroom and laboratory spaces neat and organized. Students should leave the classroom or laboratory ready for use by other persons and should follow specific directions of faculty members regarding the placement of equipment, chairs, stools and laboratory items.
10. **Policy Regarding CPR Certification and Immunization Status:** Students are required to possess *current* certificates in CPR for Health Professionals and maintain records of updated immunizations for as long as they are enrolled in the program.
 - 10a. Students without a current CPR card will not be allowed to participate in any patient-related activities. Certificates from online CPR courses do not meet this requirement.

10b. Immunizations including annual TB screening must be kept current while enrolled in the professional program because handling in the laboratory classroom is similar to clinical environments. It is the student's responsibility to provide proof of current TB screening to the School of Physical Therapy as well as to the Student Health Services.
(<http://www.twu.edu/student-health-services/immunizations.asp>).

11. **Policy Regarding Professional Liability Insurance:** Liability insurance is required for students and is collected as a University fee that is included in the student's tuition bill. Students must have liability insurance in order to participate in any laboratory, clinical experience, or school related experience. The University's Professional Liability Insurance Policy covers patient-related activities required in a course during regular semester sessions. University Liability Insurance is not in effect for patient-related activities engaged in outside of a course assignment nor is it in effect during semester breaks.
12. **Policy Regarding Membership in the APTA:** Students are strongly encouraged to become student members of the American Physical Therapy Association (APTA) and to attend professional meetings as part of their professional development.
13. **Policy Regarding Faculty Offices:** Students are not permitted in any faculty member's office without the faculty member being present, unless authorized by that faculty member or accompanied by another faculty member.
13. **Policy Regarding Conviction of a Criminal Offense:** Any student who is convicted of a criminal offense while enrolled in the program must notify the PT Campus Administrator within three days of the conviction. (See [Addendum IV](#))
14. **Policy Regarding Institutional and School Student Handbooks:** Students are responsible for becoming familiar and abiding by all rules and regulations governing student conduct as contained in the [TWU Student Life Handbook](#).
15. **Policy Regarding Academic Dishonesty:** The School of Physical Therapy will abide by the disciplinary process for [Academic Integrity](#) in the TWU *Student Life Handbook*. The student has the primary responsibility for being academically honest. Students should pay particular attention to the "Student Conduct Policies" section in the TWU *Student Life Handbook*. Each faculty member is dedicated to and demands the maintenance of academic integrity on the part of the student.

Academic Integrity: Honesty in completing assignments is essential to the mission of the University and to the development of the personal integrity of students. In submitting graded assignments, students affirm that they have neither given nor received unauthorized assistance, and that they have abided by all other provisions of the Code of Conduct in the TWU Student Life Handbook. Cheating, plagiarism, collusion, dual submission of a paper or other kinds of academic

dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, or being suspended or expelled. Allegations of academic dishonesty in this course may be reported to the Office of Civility and Community Standards. The specific disciplinary process for academic dishonesty is found in the TWU Student Life Handbook. The TWU library link, "[Avoiding Plagiarism](#)," will aid students in completing their assignments with integrity.

Disciplinary actions and review for breaches of student conduct by graduate students (other than academic dishonesty) will be governed by the review process described under "Student Rights and Responsibilities" in the TWU Life *Student Handbook*.

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

B. Student Rights: [Return to Table of Contents](#)

1. Students have the right to be educated in an accredited physical therapy educational program. The Doctor of Physical Therapy program in the School of Physical Therapy at Texas Woman's University is accredited by the Commission for Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org. The accreditation is granted through June 30, 2022. To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at accreditation@apta.org
2. Students have the right to expect fair and respectful treatment from faculty and fellow students, which includes the confidential management of student records according to the TWU [Academic Records Policy](#).
3. Students have the right to participate in the student organization exclusively for physical therapy students on each campus and to join the American Physical Therapy Association as a student member.
4. During the first semester of the program, students have the right to participate in the election of class officers. On-site procedures for class elections are available at the Dallas and Houston campuses.
5. During each semester of the program, students have the right to hold a class meeting with the PT Campus Administrator or his/her designee to discuss curricular and enrollment processes.
6. Students have the right to be heard when grievances are identified.

C. Employment

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1. Faculty members advise students enrolled full-time in the DPT program **NOT** to be employed outside the University because of the intensity and rigor of the academic program. Students who must be employed are encouraged to speak with a faculty advisor about possible financial assistance or best-employment situations.
2. Students who work or volunteer part-time in a hospital or physical therapy clinic or department are in no way considered to be representing the School of Physical Therapy.
3. Students who work or volunteer in physical therapy clinics outside of regularly scheduled clinical field trips or clinical rotations are **NOT** covered by the Student Liability Insurance policy included in TWU's tuition and fees.

D. Health Policies

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1. All students are required to carry personal health insurance and must show proof of such coverage annually while enrolled in the program.
2. No on-campus health facilities are available on either the Dallas or Houston campuses; however, the University Health Service has contracts with Health Care providers in the vicinity of each site. Go to "<https://twu.edu/student-health-services/appointment-information/>" for information about locations and hours of operation of the Dallas and Houston health care services.
3. The Director of Clinical Education will inform the students of required health forms prior to clinical education coursework.
4. The PT Campus Administrator or Clinical Education Committee of the School of Physical Therapy may request additional documentation at any time from the student's personal physician if a health problem might be aggravated by exposure to required laboratory and clinical experience or if a health problem might endanger patients in clinical settings or the student or classmates in the academic setting.

E. Faculty Advising:

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

1. When the student initially enrolls in the program, a faculty member is assigned as the Academic Advisor. The advisor is available to counsel students concerning professional behavior (see letter F below), academic difficulties, academic and clinical performance, and personal problems. The Academic Advisor has responsibility for fulfilling the role of advisor in as thorough and conscientious a manner as possible, which may include referring the student to the University's Counseling Center.

2. The student has responsibility to seek out the Academic Advisor and schedule appointments at least once during the semester or as determined by the Coordinator of the Professional Program. If the student is unable to find a mutual time for a meeting with the advisor, then the student may ask to meet with another faculty member who will inform the assigned Academic Advisor. If a student desires to permanently change advisors, the student should speak with the PT Campus Administrator.
3. If the student feels more information is needed regarding any topic, he or she may make an appointment with the PT Campus Administrator or with the Coordinator of Professional Studies.
4. A Research Advisor is appointed before the student enrolls in PT 6001 (Critical Inquiry in PT I). The Research Advisor is assigned by the Coordinator of Research. The Research Advisor accepts responsibility for all advising needs related to completion of the critical inquiry product.
5. The PT Campus Administrator reserves the right to re-assign advisors or to serve as the advisor for students with special circumstances or in academic difficulty.

F. Social and Professional Responsibilities

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1. Beyond the scope of individual academic courses and in accordance with the learning outcomes expectations of the accrediting body, students are expected to participate in volunteer activities that reinforce their commitment to social and professional responsibilities. Students may be asked to provide service that is required as part of course requirements or service that encourages them to go beyond minimum expectations of the curriculum.
2. Students are encouraged to learn and practice the [Core Values](#) which the APTA believes reflect professionalism. The core values are as follows:
 1. Accountability
 2. Altruism
 3. Compassion/Caring
 4. Excellence
 5. Integrity
 6. Professional Duty
 7. Social Responsibility

III. ACADEMIC POLICIES

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A. Progression in the Professional Doctor of Physical Therapy program

1. All students move through the professional curriculum as a cohort, following the Sample Degree for the assigned campus.
2. Students must successfully complete all coursework in a semester before progressing to the next semester. With permission of the Campus Director of Clinical Education, an exception may be made for a specific clinical education experience.
3. Exceptions due to illness, injury, or unforeseen life events may lead to a modification in an individual student's degree plan; however, didactic courses may not be taken out of sequence.
4. Students withdrawing from a course or courses within any given semester must write a letter to the Director or Associate Director requesting to be allowed to re-enter the program within the corresponding semester a year later. Readmission is not automatic. The request will be reviewed following the procedures outlined in [Section IV, the Appeal Process](#).
5. Students earning an unacceptable grade resulting in dismissal from the program may request to return to the program following the procedures outlined in Section IV.

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

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

C. Minimum Grade Requirements

1. In accordance with the Graduate Council, the School of Physical Therapy limits the number of 'C's earned by a student in the Professional Doctor of Physical Therapy degree plan to **no more than two (2)**. Graduate students must maintain a **B average**, and no grade other than an A, B, C, or CR is accepted for credit.
2. When a student's cumulative grade point average (GPA) falls below **3.0** (on a 4.0 scale) during any one semester or full summer session, the Graduate School automatically places the student on academic probation.
 - a. Failure to restore the cumulative GPA to **3.0** or above during the next semester will result in suspension from the Graduate School and from the DPT program for a period of 10 years.

- b. According to Graduate School policy, students on probation are not allowed to graduate. In the event that a student is placed on academic probation at the conclusion of the 7th or 8th semester of the program, he/she will have to take additional coursework or repeat coursework to raise the GPA to **3.0**.

SPECIAL NOTE: SINCE CLINICAL EXPERIENCE INTERNSHIP COURSE GRADES ARE EITHER CR (CREDIT) OR F (FAILURE) AND CRITICAL INQUIRY COURSE GRADES ARE EITHER CR (CREDIT), PR (PROGRESS) OR F (FAILURE), THESE COURSES WILL NOT ASSIST STUDENTS ON PROBATION TO RAISE THEIR GPA.

- c. In order to enroll in Clinical Experience or Internship Courses, the student must have made a grade of no less than C in all previous physical therapy coursework.
3. If a student earns a grade of **D, F, or WF** or **if the student earns a 3rd C**, the student will be dismissed from the program and will not be allowed to progress to the next semester of physical therapy coursework, including clinical courses. A student who has pre-registered will be administratively withdrawn from all courses. The student may request to return to the program (Refer to Section IV), however, requesting to return is not a guarantee for readmission to the program.
 4. If allowed to return to the program, the student will be dismissed if a grade lower than a C is earned in any course. A student who is dismissed a second time will not be able to request to return to the program.
- D. Grading policies for courses utilizing practical exams and/or checkouts associated with psychomotor skills as a component of the course grade.

These policies generally apply for students enrolled in PT 6061, PT 6003, PT 6073, PT 6383, PT 6302, PT 6173, PT 6323, PT 6363, PT 6162, PT 6343, PT 6373, PT 6122, PT 6353, PT 6002 and PT 6161. If a faculty member has a different grading policy for practical exams or checkouts, the faculty member will inform the students on the syllabus.

1. The course instructor will designate specific graded tests of psychomotor performance as practical exams. These tests/practical examinations may include cognitive and affective behaviors, in order to demonstrate clinical skills, clinical integration, and problem solving abilities. These exams must be passed with a grade of 80% (B) or better in order to ensure that the student can provide safe and effective evaluation and treatment.
2. No more than ONE practical examination within a single course may be failed and retaken. Therefore, in a single course, failure of more than one practical exam or failure on a retake exam will constitute course failure (F), resulting in dismissal from the program. In the event of a retake, the original grade on the practical exam will be used to compute the final grade. If a passing score for the course is not mathematically possible, no remediation for or retake of the practical exam will be allowed.

3. No more than TWO failed practical examinations may be retaken throughout the entire program. Failure of the third practical examination will constitute course failure (F) of the course in which the third failure occurred, resulting in the student's dismissal from the program at the end of the semester. If failure of the third practical examination occurs before the end of the semester, students have the following options:
 - a) withdrawal from the remaining courses, the program and University;
 - b) completion of the courses that the student is currently passing, with the exception of any Clinical Education courses, and
 - c) requesting to return to the program at a later date.

See [IV-C](#) below for Appeal Process description.

- 4 The course instructor will designate specific graded tests of psychomotor skills that are used to enhance learning as checkouts. Checkouts are not considered practical exams, either because the content covered is minimal or because the content is also covered in a practical exam. The course instructor will provide students with the grading procedure for checkouts as well as the procedure for remediation and retesting of failed checkouts in the course syllabus. Failure to pass the checkout during the student's final opportunity, according to the written criteria designated by the faculty member, will result in course failure.
 - 5 Prior to a scheduled retake on a Practical Exam or Checkout, students may be afforded remediation activities or individual instruction by the faculty/staff associated with that course at the discretion of the instructor.
- E. No retests on written examinations will be allowed, unless a specific exception is written into the course syllabus.
- F. Academic Requirements for Graduation
1. Minimum GPA of 3.0
 2. Completion of all coursework with *no more than 2 C's in required courses*
 3. Completion of a *Critical Inquiry* project
 4. Completion of clinical education courses with credit
 5. Completion of a summative assessment activities (e.g. PEAT exam, end of program curriculum survey)

IV. APPEAL PROCESS

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

- A. Appeal of a Grade on Any Graded Assessment (excludes the final assessment): This type of appeal must be made prior to the end of the course. Within the same semester, the student contacts the instructor for an appointment to review the assessment in question. The instructor is responsible for the decision regarding appeals for course assessments. If the student desires, the PT Campus Administrator may be asked to attend the meeting between the faculty member and the student.

- B. Appeal of a Course Grade
 1. A student who wishes to appeal a course grade must contact the faculty member no later than 10 University business days after receiving notification of the grade. Notification is considered to be complete when grades are posted by the University. In the event the grade is below a C, the student will be notified by letter by the PT Campus Administrator. Therefore, students are expected to maintain current contact information with the University.
 2. The student's appeal must be written using [TWU Academic/Administrative Complaint and Appeal Form](https://www.twu.edu/academic-affairs/academic-complaints-appeals/) (<https://www.twu.edu/academic-affairs/academic-complaints-appeals/>) and include justification for and documentation of why the grade should be changed. The appeal may be transmitted as an email attachment using the student's TWU email account or via regular mail.
 3. If the student does not prevail with the faculty member and wishes to appeal the decision further, appeals are made in writing beginning with the PT Campus Administrator (Associate Director). The student would continue with the Director of the School of Physical Therapy, the College Dean, and the Dean of the Graduate School if grade issues are not resolved.
 4. Appeals at each level must be made in writing no later than 10 business days after the date of the decision of the previous level. The ten days for appeals by the student at each level do not include weekends or holidays. **However, a student may wish to expedite the appeal process if the grade affects the student's ability to continue in the program.** Please be advised that the faculty member and the persons at each level of appeals also have 10 business days for a response but will generally act upon an appeal as quickly as possible. All parties will attempt to expedite the process if the student's continuance in the program is at stake, but students should not expect the appeals process to continue over periods of time when the university is officially closed.
 5. In the event that the grade resulting in dismissal is upheld, the student will be administratively withdrawn from the next semester if the student has preregistered. The final appeal decision will be sent electronically to the student by the Associate Director of the program or by the appropriate Dean. The student's TWU email address will be used in responding to the appeal.

C. Request to Return to the Program Following Dismissal for Academic Reasons

1. Students who receive unsatisfactory grades (grades of D, F or WF) in courses in the program are dismissed from the program. The notice of dismissal will be sent electronically to students via their TWU email. Students who wish to be considered for readmission to the program should submit a written request to return to the program using their TWU email account to the School of PT within 30 days of notification. Only the TWU email will be accepted. The written request to return should include a self-analysis of why the student did not successfully complete the course, an indication of how the student plans to spend the interim time, the plan the student has for remediation, and why the student will be successful when repeating the course.
2. Upon receipt of the request the Director/Associate Director will appoint a committee to consider the request within 30 days. The Committee will make a recommendation to the School Director/Associate Director who will make the decision regarding the final outcome of whether or not an individual may return to the program and will notify the student of the decision. The recommendation will be based on, but not limited to the following criteria:
 - a. the student's academic history;
 - b. the student's professional work behavior history;
 - c. consideration of circumstances unique to the student that generated the withdrawals and the degree of control the student had over the circumstances;
 - d. availability of space within the DPT program to accommodate a returning student.
3. A student whose request is denied could reapply to the program, but reapplication does not assure acceptance in any subsequent year.
4. Students whose request is granted will be re-admitted to the program. However, the student may be required to complete additional activities such as remediation course work, completion of courses already completed by the student, the use of resources by Student Life or even re-taking the entire curriculum, and requirements for the return will be stated in a letter provided to the student by the School Director/Associate Director. Courses must be retaken on the originally assigned campus and a satisfactory grade (C or above) must be earned. The student can only retake the course the next time it is offered on that campus. The student will not be allowed to enroll in any subsequent physical therapy courses until the failed course is retaken with a satisfactory outcome.
5. Students who are unsuccessful in the second attempt in the program are not allowed to return to the program.

D. Request to Return to the Program After absence for Non-academic Reasons

1. Students may request to return to the program after an absence due to non-academic reasons (e.g., medical withdrawal) by submitting a written request to return to the program using their TWU email to the School Director/Associate Director 60 days prior to the start of the returning semester. Only the TWU email will be accepted.
2. Upon receipt of the request, the Director/Associate Director will appoint a committee to consider the request within 30 days. The Committee will make a recommendation to the PT Director/Associate Director who will make the decision regarding the final outcome of whether or not an individual may return to the program.
3. The recommendation will be made based on, but not limited to, the following criteria:
 - a. the student's academic history;
 - b. the student's professional work behavior history;
 - c. consideration of circumstances unique to the student that generated the withdrawals and the degree of control the student had over the circumstances;
 - d. availability of space within the DPT program to accommodate a returning student.

D. Probation:

1. Students who earn a semester GPA below 3.0 are placed on academic probation by the Graduate School.
2. Failure to restore the cumulative GPA to **3.0** or above during the next semester will result in suspension from the Graduate School and from the DPT program for a period of 10 years. Those students may not enroll in any other graduate programs at TWU.
3. In the event of a grade of D or F, or failure on the student's part to be removed from Academic Probation such that the student is suspended by the Graduate School, the student will not be allowed to continue in the program and will be administratively dropped from courses if preregistered for the next semester.

SPECIAL NOTE: SINCE CLINICAL EXPERIENCE INTERNSHIP COURSE GRADES ARE EITHER CR (CREDIT) OR F (FAILURE) AND CRITICAL INQUIRY COURSE GRADES ARE EITHER CR (CREDIT) OR PR (PROGRESS) OR F (FAILURE), THESE COURSES WILL NOT ASSIST STUDENTS ON PROBATION TO RAISE THEIR GPA.

V. PROCEDURES FOR PHYSICAL THERAPY PROGRAM COMPLETION

1. Students must complete online forms required for graduation in accordance with University deadlines. Prior to beginning this process, an approved degree plan must be on file in the Graduate School.

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2. Completion of the online form will trigger a process in the Graduate School in which transcripts and degree plans will be checked early so that corrections can be made and outstanding Graduate School forms can be submitted prior to the end of the program.
3. An internal process will be used by each campus to assure that students have completed all academic, research, and clinical requirements of the program before documentation is released to the University allowing the students to graduate, i.e., Certification of Final Examination (Coursework Option).
4. The University does not issue transcripts with the degree posted until after the official date of graduation.
5. Students are responsible for keeping the Registrar's office informed about their current address so that graduation information, such as ordering regalia and invitations, can be mailed to them.
6. Students who fail to complete any of the academic, research, or clinical requirements will be handled on a case-by-case basis. Students will receive written verification of program completion from the Graduate School only after all work has been completed and all records have been cleared.
7. Students are ultimately responsible for ensuring that all materials required by the Graduate School are submitted in accordance with University deadlines.

VI. LICENSURE EXAMINATION

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- A. In order to legally practice physical therapy, a graduate of a physical therapist educational program must apply for licensure in the state where he/she wishes to practice. A national licensure examination is used by all states, but additional requirements may be established by each state. Students and graduates are directed to the Federation of State Boards of Physical Therapy, FSBPT at www.fsbpt.org for information on licensure in every jurisdiction.
- B. The licensure examination is standardized and includes questions that sample all areas of physical therapy, including basic sciences. Students will be informed of the procedures for applying for licensure and for taking the test in Texas. If a student plans to seek licensure in another state, he/she should contact that state's licensing board. Applicants have the responsibility to meet requirements for licensure in Texas or in any other state.

Handbook approval and revisions
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Revised January 2018
Revised July 5, 2018

ADDENDUM I

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POLICIES CONCERNING ETHICAL BEHAVIOR

A. Standards governing faculty:

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

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

B. Standards governing students:

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

1. Students must not cheat on a test or assignment by obtaining answers from others, by copying the work of others, or by obtaining unauthorized material from others. Students have responsibility for ensuring that they do not give the appearance of cheating.

2. Students must do their own work and must not plagiarize. Students must provide or be able to provide written citations for any work that is not their own and for any ideas which are not original to the student.
3. Students are not to present themselves in any faculty office or classroom unless officially authorized to be there.
4. Students are not to enter a room where practical exams or other types of examinations might be occurring if not authorized by a faculty member, even if the room is unlocked.
5. Students are not to obtain copies of impending exams prior to the testing, and after an exam, such copies are not to be kept by students unless authorized by instructor.
6. Students should avoid unexcused absences and chronic tardiness and should not fabricate reasons for such absences.
7. Students are not to remove any materials from laboratories that are property of the School, the University, or someone else without permission of the campus administrator or the designee.
8. Students are not to attempt to or will not vandalize any School, University, or faculty property.
9. Students should not engage in any unethical, illegal, or dishonest behavior.

A student enrolled in the PT program who has violated any of these policies or has been involved in any similar unprofessional behavior will be issued a citation for unprofessional conduct if faculty members agree that compelling evidence exists to support the determination of unprofessional conduct.

- C. **ETHICAL PRINCIPLES FOR PHYSICAL THERAPY STUDENTS** (Note that with the exception of the term “students” in each italicized phrase, the ethical principle statements appear exactly as they are published by the APTA. See [link](#) for more information.)

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

- 1A. Student physical therapists shall recognize their personal biases and act in a respectful manner toward each person with whom they interact during the course of their education, including peers, faculty, patients, and guest lecturers.
- 1B. Student physical therapists shall acknowledge and respect all backgrounds and perspectives when resolving dilemmas between individuals.
- 1C. Student physical therapists shall demonstrate respect for others and consider others as unique and of value.
 - 1C1. Student physical therapists will be respectful when interacting with other students, faculty, guest lecturers, healthcare providers, and patients/families.

- 1D. Student physical therapists respect the diversity of others in all interactions and shall not discriminate based on age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

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

- 2A. Student physical therapists will adhere to the core values outlined by the Physical Therapy Practice Act, and shall act in the best interests of patients/clients as well as other students.
- 2B. Student physical therapists will provide physical therapy services under the supervision of a licensed physical therapist, with compassionate and caring attitudes that incorporate both individual and cultural differences of patients/clients.
- 2C. Student physical therapists will provide the information necessary to allow patients and their caregivers to make informed and educated decisions about physical therapy care or participation in clinical research.
- 2D. Student physical therapists will collaborate with patients/clients to empower them in decisions about their health care.
 - 2D1. Student physical therapists shall not restrict the patient/client's choices in care decisions including but not limited to: choice of providers, consent to treatment plan, and modifications to treatment plan.
- 2E. Student physical therapists will protect the rights of patients/clients, particularly with confidential information as outlined by the Health Insurance Portability and Privacy Act; the student may disclose confidential information to appropriate authorities only when allowed or as required by law.
- 2F. Student physical therapists shall maintain professional relationships with patients/clients at all times. Physical therapy students shall not engage in any unprofessional relationships with patients/clients, including but not limited to sexual contact with patients/clients.

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

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

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

- 4A. Student physical therapists will conduct themselves professionally while on clinical rotations, while carrying out their research projects, or while participating within the community.
 - 4A1. Student physical therapists will be accountable for upholding the virtues of the physical therapy profession in academic, professional and personal realms.
 - 4A2. Student physical therapists shall demonstrate excellence and professionalism in the community as a representative of Texas Woman's University.
 - 4A3. Student physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4B. Student physical therapists will serve as patient advocates during all clinical rotations, acting in the best interest of the patient and family.
- 4C. Student physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.
- 4D. Student physical therapists shall not engage in any sexual relationships with any of their patients/clients, research participants, or supervisors.

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

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

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

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

- 6D. Student physical therapists will enhance their professional development through participation in professional organizational activities both on a local and national level.
- 6E. Student physical therapists will take responsibility for their professional development based on critical self-assessment and reflection throughout didactic and clinical education experiences.

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

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

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

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

ADDENDUM II

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TEXAS WOMAN'S UNIVERSITY School of Physical Therapy

CLINICAL EDUCATION POLICIES PROFESSIONAL DPT STUDENTS

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

I. STUDENT RESPONSIBILITIES:

A. Before Full-Time Clinical Experiences/Internship:

1. **Grades:** Students must have made a grade of no less than C in any physical therapy coursework. A student on probation in the Graduate School due to a GPA being less than 3.0 may still enroll in any clinical education course
2. **Coursework:** Students must be officially registered for clinical education courses before they can begin a clinical education experience/internship. All clinical course work requires prompt payment of tuition and fees. Each student's name must appear on the class roll in order to begin the clinical experience/internship. Students who are paying tuition on the installment plan are cautioned that late payments could result in being dropped from the class rolls and the University.
3. **Required Paperwork/Testing:** The student must meet the immunization requirements of the school. In addition, students will undergo a criminal background check and a drug screen during their first semester in the program at the student's expense. If a clinical site requires a more recent criminal background check or drug screen, the student is responsible for the cost of providing these to the site. (See **DPT Professional Program in Physical Therapy Student Handbook** for more information).
 - a. Proof of health insurance, biographical data forms, current CPR certification, results of current TB tests and the Student Agreement Form must be submitted by the date assigned by the DCE.
 - b. Both CPR certification and TB tests must be current through the final day of the clinical experience or internship.
 - c. All students complete an initial drug screening and criminal background check during the student's first week of matriculation. However, clinical sites may elect to require additional testing before starting clinical experiences. Students are required to complete additional testing as the site requires, and are responsible for paying any additional costs of testing incurred.
 - d. Students must sign the Student Agreement Form, provided by the DCE stating that they have read the contracts and will comply with the provisions.

- e. The DCE may cancel a student's placement at a clinical site if the student fails to submit all the required documentation in a timely manner.

4. Information about Sites:

The Director of Clinical Education (DCE) will inform students of the location of information related to each clinical site. Students must read the Clinical Site Information Form (CSIF) and the clinical education agreement/contract for each of their assigned clinical sites.

- a. It is the student's responsibility to respond to any specific request made by the facility that has been approved by the program.

5. New Site Development: Students who are interested in clinical sites not already on the School's Master List (i.e., the School has a valid contract **and** a file in the facility filing cabinets) may assist in developing agreements with new sites by completing the "New Site Development Form". This involves the following steps:

- a. The student must contact the individual who is in charge of the Physical Therapy Student Program at the clinical site. This contact can be via phone or email. The student must determine the following:
 - i. Is the clinical site interested in accepting TWU PT students for clinical rotations in the future?
 - ii. Is the clinical site interested in accepting more than the student who is making the contact? They do not have to make a commitment to take multiple students at one time, but they must be willing to establish and maintain an agreement with TWU for several years, not just for one year or for one student.
- b. If the answers to the above questions are "yes," the student should complete the Request for New Site Development and submit it to the campus Director of Clinical Education (DCE)
- c. Once the completed form has been submitted the DCE will contact the individual to whom the student spoke, to continue the process to establish an agreement.
- d. If a new site agreement has been developed at a student's request, that student is obligated to accept placement at the site.

6. Clinical Site Selection:

- a. **Site Availability:** The campus DCEs will notify students of available sites well in advance of selection deadlines. Students of both campuses will be informed of available sites at the same time. Updates to available sites will be made to students on both campuses upon receipt by the DCEs.
- b. **Out of Commuting Distance Requirement:**
 - i. All students will be required to complete one or more clinical rotations outside of commuting distance from their campus location. Students are responsible for their own room, board, transportation, and living expenses related to clinical rotations.
 - ii. **Defining 'Out of Commuting Distance':** The campus DCE will define the distance from campus/commuting time that denotes 'out of commuting distance'.

- c. Exceptions to the out of commuting distance requirement may be made at the discretion of the campus DCE, upon request by a student. Reasons for the exception include, but are not limited to the following:
 - i. The student is the parent of a school-age child, and may be solely responsible for care of the child during the clinical experience.
 - ii. Others as determined the DCE.
- d. Student assignments will be made by the campus Director of Clinical Education (DCE) and will be based upon careful consideration of curriculum design, site availability, and student interests and requests.

7. Rescheduling a Clinical Experience/Internship: If a student is unable to begin a scheduled rotation, the student must submit a written request to the DCE, along with appropriate documentation, as soon as possible but prior to the starting date to request postponement of the rotation. Rescheduling of the postponed rotation will be at the discretion of the DCE.

B. During Full-Time Clinical Experiences/Internship:

1. **Contact Information:** Students must notify the DCE of their day and evening telephone numbers and email address. Because timely communication with the DCE is essential, students are expected to access their email at least every 48 hours.
2. **Transportation:** Student shall be responsible for his or her own transportation and shall not be authorized to transport any client of the facility by car or other vehicle.
3. **Clinical Site Policies:** Students are expected to follow the policies and procedures of the facility, such as hours of operation and dress code. They are expected to follow the work schedules and the learning experiences assigned by the Clinical Instructor (CI). Students observe the holidays of the facility and not of the school, unless otherwise notified. Students shall maintain confidentiality related to Facility's employees, patients, clients, customers, business operations, and/or trade secrets.
4. **Attendance and Absences:** Clinical experiences CE I, II, III and Internship are full time (typically 40 hours per week). The student's schedule is dictated at the clinical site, by the CI/CCCE. This may include weekend or evening work, or alternate work schedules (e.g., four 10 hour days). Students are not allowed time off for TWU holidays (e.g., spring break). The student must observe policies of the facility regarding days off and holidays.
 - a. Students are allowed up to a total of four days of absence during the entire clinical education/internship period (PT 5933 through PT 6816). **These days are to be used only for illness and should not be considered as personal days.** Each additional day missed for illness or another reason must be made up during the current or subsequent clinical experience/internship.
 - b. If absent for any reason from a clinical experience or internship, students are to notify their CI at the facility and the DCE at the school prior to the start of the business day.

- c. Excessive absences may require an additional clinical rotation. The Clinical Education Committee will evaluate and recommend the length of time.
- d. If a student is hospitalized, has surgery, becomes pregnant, or develops a medical condition requiring bed rest, the student must submit a written medical release to the campus DCE in order to begin or return to patient care related activities.
- e. Students may **not** request time off during clinical experiences/internships for job interviews or to work on work related to other courses or their research project.
- f. Attendance at clinical sites during inclement weather: During clinical experiences, students follow the schedule and attendance policies of the facilities at which they are assigned. Campus closures (due to inclement weather) do not automatically excuse the student from reporting to the clinical site. In the event of inclement (non-emergency) weather conditions, students are expected to make their best effort to report for their scheduled shift on time. Students are expected to demonstrate good judgment about their abilities to travel safely in inclement weather. It is the student's responsibility to contact the clinical instructor, as well as the DCE, in a timely fashion if the student is delayed or unable to report for his/her scheduled day.

5. Progress Report:

- a. It is the student's responsibility to insure that the CI completes a Progress Report, found in the forms section of the Physical Therapist Manual for the Assessment of Clinical Skills (PT MACS) for each clinical experience. The CI must complete the narrative pages and the Visual Analog Scale at midterm and at the end of the experience. Both the student and the CI are required to sign the form indicating that they have reviewed the information.
- b. **The Progress Report must be returned to the school in a timely manner.** The report may be mailed to the school or hand delivered by the student, as directed by the DCE. If the Progress Report is hand delivered, the CI must place the report in an envelope and sign across the seal of the envelope and return it to the student.

- 6. Student Evaluation Form:** Students are expected to complete the Physical Therapist Student Evaluation form found on Blackboard for each clinical experience/internship and discuss it with their Clinical Instructor, prior to leaving the site but after the final Progress Report has been discussed.

II. SCHOOL RESPONSIBILITIES:

A. Before Full-Time Clinical Experiences/Internship:

1. Assignment of Site for Clinical Experience/Internship:

- a. While student preferences will be taken into consideration, there is no guarantee that a student will be provided a clinical experience/ internship at a specific time period or at a particular facility.
- b. Students are placed only at sites where signed agreements exist.
- c. Students will not be placed in sites where any real or potential conflict of interest exists. Some examples (not all-inclusive) of conflict of interest are: previous paid employment in the physical therapy department, ownership of the clinic by a relative or contract for future employment.

2. **Special Requests:** Any request from a student regarding scheduling of clinical experiences/internships, exceptions for personal reasons or other requests that may affect the Clinical Education Policies, shall be directed in writing to the campus DCE. At the DCE's discretion, the matter may be referred to the Clinical Education Committee.

B. During Full-Time Clinical Experiences/Internship:

1. **Professional Liability Insurance:** The University, as part of the course fees, collects liability insurance fees. The University maintains student liability insurance coverage for all students during their clinical experiences/internship. The coverage is valid **only** when a student is officially enrolled in the University. Student liability coverage is tied only to course work and does not cover students during part-time or full-time employment activities.
2. **Conferences:** It is the policy of the School to schedule a conference with each student and Clinical Instructor for every clinical experience/internship. This conference may take place face to face, via telephone or electronically. Faculty from either campus may be assigned for the conference.
3. **Potential dismissal from a clinical site.**
 - a. When the situation allows, the student will be notified by the DCE of the potential for dismissal from the clinical facility.
 - b. Notification of impending dismissal may occur at any time. The notice will be made both verbally and in writing when possible.
 - c. Notification may be provided to, and signed by, the student, the Clinical Instructor and the DCE. Signed copies of any written notification will be given to the student and placed in the student's academic file at the School.
 - d. Following notification, a written remediation plan may be developed to address areas of concern.

- e. The remediation plan will be signed by the student, the Clinical Instructor and the DCE. If the terms of the plan are not met in the specified time frame, the clinical experience/ internship will be terminated and the student may receive the grade of "F."

C. **Removal from and Return to Clinical Education Experiences**

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

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

- a. **At the request of the student:** a student may request removal from a clinical experience due to physical, emotional or mental causes that interfere with safe, effective patient/client management, with appropriate supporting documentation. Student requests will be reviewed by the Clinical Education Committee, and may result in the grade of 'W' (Withdrawal), 'I' (Incomplete), or 'PR' (Progress). Refer to the TWU Student Handbook under Academic Policies.
- b. **At the request of the clinical instructor or center coordinator of clinical education:** a CI or CCCE may request that a student be removed from a clinical experience due to deficiencies in professional behavior (including risks to patient safety), deficiencies in patient/client management, or physical, emotional or mental causes, that may interfere with safe, effective patient/client management. Supporting documentation from the student's CI/CCCE describing the student's performance/behavior will be provided to the DCE. The student's performance will be reviewed by the Clinical Education Committee, and may result in the grade of 'F' or 'PR' (see below for Grading Scale).
- c. **At the decision of the DCE/Clinical Education Committee:** The DCE may remove a student from a clinical experience due to deficiencies in professional behavior (including risks to patient safety), deficiencies in patient/client management, or physical, emotional or mental causes that may interfere with safe, effective patient/client management, with supporting documentation describing the student's performance/behavior. The student's performance will be reviewed by the Clinical Education Committee, and may result in the grade of 'F' or 'PR' (see below for Grading Scale).

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

- i. directed readings and patient case studies, or
- ii. supervised lab practice, or
- iii. skill checkout or lab practical examination, potentially including videotaping of skills, or
- iv. observation and assessment of patient/client management skills by another CI or faculty member, or
- v. recommendation to seek consultation with an appropriate health care provider for evaluation and counseling to address deficiencies in professional behaviors.

If the student was removed from the clinical experience due to problems with physical, emotional or mental health, the DCE, with assistance from the campus director as needed, may refer the student to an appropriate health care provider for evaluation and treatment recommendation(s). It is the student's responsibility to comply with recommended treatment and to request a release or authorization to return to clinical education from the appropriate health care provider stating that the student is ready to resume clinical education.

Upon completion of remediation work and/or recommended treatment students will be scheduled to re-enter clinical education pending availability of clinical sites/experiences.

If the student fails to successfully complete a remediation and/or fails to comply with recommended treatment, and/or fails to receive a release/authorization to return to clinical education, the DCE has the right to:

- i. Withhold the student from entering future clinical experiences.
- ii. Convert the grade of 'PR' to 'F'.

D. After Full-Time Clinical Experiences/Internship:

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

Possible grades include:

- CR** Credit - All grading criteria were met. Student attended clinical education seminars and successfully completed the clinical experience/internship.

- F** Fail - Any one of these examples **may** result in a grade of F:
Examples of circumstance that may result in failure Include, but are not limited to the following:
- a. significant number of the grading criteria were not met even though the necessary experiences were available, or
 - b. demonstrated continuing deficiencies in areas of professional behavior or issues involving safety or
 - c. student demonstrated continuing deficiencies in any area of patient/client management, despite repeated remediation and feedback from Clinical Instructor or
 - d. Clinical Instructor requested that the student be removed from the facility and not complete the clinical experience/internship

- PR** Progress - Any one of these examples **may** result in a grade of PR:
- a. Student completed the clinical experience/internship but performance was not adequate to complete grading criteria
 - b. Student was withdrawn at the discretion of the Clinical Education Committee.

- a. If a student earns a grade of "PR" (Progress), the provisions for the removal of the Progress will be given to the student in writing. Grades of Progress in clinical education courses will require that the student repeat part or all of the clinical experience/internship. The additional amount of time and/or remediation will be determined by the Clinical Education Committee.
- b. The Clinical Education Committee will review the progress of any student who is in danger of receiving an F (Failure) for the clinical education experience/internship. If a grade of "F" (Failure) is earned, the student is terminated from the program. In order to be reinstated in the program, the student must request to return by following the [Appeal Process](#) outlined in this handbook (see C. Request to Return to the Program Following Dismissal for Academic Reasons).

2. Appeals of Clinical Education Grades:

Appeals can be made following the [Appeal Process](#) outlined in this handbook.

Adopted by the Physical Therapy Faculty on May 11, 1992,

Revised, January 21, 1994,

Revised, May 1995, Approved by the Physical Therapy Faculty on August 21, 1995

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Revised August, 2012, Approved by Physical Therapy Faculty on August 22, 2012

Revised June 2017

Revised January 12, 2018

Revised April 12, 2018

ADDENDUM III

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CRITICAL INQUIRY PROJECT POLICIES

The School of Physical Therapy requires participation in and presentation of a research project to earn a Certificate of Completion and his/her degree.

A. Registration for Critical Inquiry in Physical Therapy

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

Grades in Critical Inquiry coursework are either **Credit** for work completed or **Progress** for ongoing activity. **Students must continuously enroll in the appropriate course until a grade of CR is earned.**

B. Experimentation Using Human Subjects

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

C. General Procedures

1. Assignment to a research project

The faculty will generate a list of research projects each year. Students will then choose or be assigned to a research project from the list of projects by the Coordinator of Research. More than one student may be assigned to a project. The faculty member responsible for generating the project will serve as the Research Advisor for all students assigned to that project.

For each project, a brief description of the proposed work and an outline of student responsibilities signed by the students and Research Advisor must be submitted to the Coordinator of Research.

2. Design of the research project (*PT 6001 – Critical Inquiry in PT I*)

With faculty direction, students will design their studies based on 1) a critical review of the literature, 2) the identification of pertinent variables, 3) the generation of hypotheses/research questions, and 4) the means of testing the hypotheses and/or answering the research questions.

3. Approval for project initiation and data collection (*PT 6011 – Critical Inquiry in PT II*)

When the Research Advisor has approved a project design, the student may begin to collect and analyze data according to project protocols. If the project involves human participants, the study must first be submitted to the TWU Institutional Review Board for review and must be approved prior to data collection. Note: If the project is part of a larger project, the primary faculty advisor may seek IRB approval for the project. All consent forms must be collected by the faculty advisor at the conclusion of the project and turned in to the IRB when the research is complete.

4. Presentation of the research project (*PT 6021 – Critical Inquiry in PT III*)

In addition to producing a well-written summary of each project, students will present the results of their projects in public. A “Research Conference Day” will be designated each year for the purpose of highlighting faculty and student research accomplishments. A variety of formats suitable to the project, such as a poster or platform presentation, will be possible. The Research Advisor will be responsible for certifying the satisfactory completion of the research project requirement for each student. A signed completion form must be submitted to the Coordinator of Research.

D. Miscellaneous

1. Students must keep their advisors informed of plans, activities, progress, and problems.
2. Anticipate time delays. Seek your advisor’s assistance in planning effective use of your time. Retain all records, data, and drafts of documents until the project is completed.
3. Additional expenses should be anticipated for the completion of the project. For example, students may be responsible for the cost of duplication of research articles related to their projects.
4. Students may work on their projects while on clinical rotations. Students are reminded, however, that while on clinical rotations, their first and foremost responsibilities are to the clinical education instructor and their patients. Working on a research project cannot be used as an excuse for refusing to perform assigned clinical work.
5. Students intending to copyright any of their project materials should discuss this first with their advisor.
6. Any student considering submitting the results of the research for publication in a journal should consult with their advisor and enter into an agreement concerning authorship. (For additional information, see “Guidelines for Publication of Research” below.)

Time Table for Critical Inquiry Project Activities

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

Project Activities	Semester
Student registers for PT 6033 (Research in Physical Therapy).	3
Faculty make presentations concerning their research interests. Coordinator of Research makes assignments for research projects and advisors based on student requests through a “matching process”. Faculty provide students with information that may include a nucleus of research papers that is sufficient for an appropriate review and understanding of the research project.	3
Student registers for PT 6001 (Critical Inquiry in Physical Therapy I). Student and research mentor meet regularly to develop the project. Student submits a project description and signed participation contract to the Coordinator of Research. For group projects, only one form needs to be submitted. Student or mentor makes an application to IRB for approval, if necessary.	4
Student registers for PT 6011 (Critical Inquiry in Physical Therapy II). Student collects data and/or completes project objectives. Student meets regularly with mentor to assess progress.	5
Student registers for PT 6021 (Critical Inquiry in Physical Therapy III). Student analyzes data and/or results of project. Student prepares a written summary of the project. Student prepares and makes a public presentation of the project. Research Mentor submits certificate of final exam upon satisfactory completion of critical inquiry project to the PT Campus Administrator.	7

GUIDELINES FOR PUBLICATION OF RESEARCH

A requirement for the granting of a professional Doctor of Physical Therapy Degree for students in the Texas Woman’s University, School of Physical Therapy is satisfactory participation in a research project. The data generated by the project may be of sufficient quality and importance

that it adds to the discipline and should therefore be made public in the form of a paper published in a technical journal.

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

- A. To avoid dissension or misunderstandings, authorship (and the order in which the names will appear) should ideally be discussed before the project even begins. Final decisions are not made until the final draft of the manuscript is completed.
- B. The individuals listed as authors should have made significant contributions in one or more of the areas listed below. Weighting of these different areas is left up to the individual faculty member. Customarily, the individual with the greatest total contribution should be listed as the first author.
 - 1. Conceptual input
 - 2. Planning input
 - 3. Data acquisition
 - 4. Data analysis
 - 5. Hours of time invested
 - 6. Preparation of the first draft
 - 7. Final editing
- C. Each author should have participated sufficiently in the work, in either intellectual or practical terms, to take public responsibility for the content.
- D. Participation solely in the acquisition of funding or the collection of data does not justify authorship. The School of Physical Therapy does not support the concept of honorary authorship.
- E. Certain contributions do not justify authorship but should be acknowledged. These contributions may include general support by a departmental chairperson, technical help, and/or financial or material support. Secretaries, aides, and illustrators, who have contributed to the research above and beyond their normal job duties, should be acknowledged.

In order to expedite communication with the journal editor or editorial board, all correspondence should be addressed to the project director.

Reviewed July 2018

ADDENDUM IV

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POLICIES FOR REQUIRED DRUG TESTING AND CRIMINAL BACKGROUND SCREENING UPON PROGRAM ENTRY

College of Health Sciences: Policy on Criminal Background Checks and Drug Screening

The College of Health Sciences admits students to programs of study based upon admissions criteria which do not include criminal background checks or drug screens. Programs within the college, however, may affiliate with agencies that do require criminal background checks and drug screening, particularly prior to or during clinical /field work experiences. In these cases, the student has the responsibility to meet the admissions requirements of these affiliating agencies as needed to fulfill course requirements. The College of Health Sciences does not guarantee student access to affiliating agencies.

Each program within the College establishes policies and procedures for informing students of background checks, drug screens, and other similar requirements which are required by their affiliating agencies.

Each program within the College establishes policies and procedures for how the results of such checks and screens are to be disseminated and of the consequences of failing to agree to such checks and screens or failing to have satisfactory results of such screens.

Some possible consequences include, but are not limited to:

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

School of Physical Therapy Policies on Drug Testing and Criminal Background Screening

The School of Physical Therapy (The School) abides by community standards for drug testing and background checks and adheres to all policies of clinical facilities with which the School affiliates for student clinical learning experiences. Many clinical education agreements require drug testing and criminal background screening of all students, no matter the type of student involvement with their patients/clients. Therefore, students admitted to the School are required to have these tests prior to or during the first semester of enrollment. The School will not accept drug and criminal background screening results from any vendor other than those approved by the School. The student will pay the cost of the drug and criminal background screening at the time of the testing. The student must sign a waiver of confidentiality so that the results of the screening can be sent immediately to the PT campus administrator.

Drug Screening

The School is committed to providing a safe workplace for all employees, students, and patients. Therefore, all DPT students are required to have a negative urine drug screen. Substances tested for may include amphetamine, barbiturates, benzodiazepines, cocaine, methamphetamines, marijuana, methadone, opiates, oxycodone and phencyclidine; and other substances as may be required by a health care facility at which the student is assigned for a clinical rotation. A student's drug screen is not considered positive until a Medical Review Officer (MRO) has determined that the results are not due to legally prescribed and appropriately taken prescription

medications. An MRO is a licensed physician responsible for receiving laboratory results, who has knowledge of substance abuse disorders and has appropriate medical training to interpret and evaluate an individual's positive test result together with that individual's medical history and any other relevant biomedical information.

Procedures

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

Reviewed and Revised April 12, 2018

Texas Woman's University

School of Physical Therapy

Professional Doctor of Physical Therapy (entry-level) Program

Policy for Required Drug Testing and Criminal Background Screening Upon Program Entry

My signature below indicates that I have read the policies on Drug Testing and Criminal Background Screening. This form provides my irrevocable consent for the results of drug screening and criminal background checks to be released to TWU School of Physical Therapy officials and to release the attestation form to clinical sites. In the event that the attestation form cannot be released by the school, I understand that I may be required to provide the official results of Drug Testing and Criminal Background Screening to any or all clinical sites before I can attend the site.

Signature

Date

Printed Name

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



School of Physical Therapy

5500 Southwestern Medical Ave, Dallas, TX 75235

Ph: 214-689-7700 Fax: 214-689-7703

Texas Woman's University Attestation For University Student Internships And Observations

This letter is to confirm that the following information has been collected and is on file with Texas Woman's University for student,

_____ in order for the student to participate in clinical education at your facility. To the best of our knowledge, the following information is true and correct.

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

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

The criminal search yielded no felony convictions and no criminal records on the aforementioned lists. The student has been in continuous enrollment in the School of Physical Therapy since the completion of the consumer report.

Pursuant to the Fair Credit Reporting Act, details of a student's individual results are not forwarded by the school/institution.

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

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

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

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

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

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

Attester's Name:

Attester's Signature

Position / Title

Institution:

Date:

Director of Clinical Education

Texas Woman's University – School of Physical Therapy

ADDENDUM V

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POLICY FOR STUDENTS WITH PROBLEMS OR CONCERNS

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

The University has formal policies in place for academic issues and complaints (see

<https://twu.edu/academic-affairs/academic-complaints-appeals/>

For Title IX concerns, consult the TWU Title IX website: <https://twu.edu/title-ix/>

Approved May 14, 2001

Modified August, 2009

ADDENDUM VI

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DOCUMENTATION OF CITATION FOR UNPROFESSIONAL CONDUCT

Student Name: _____

If you are receiving this notice, then faculty members have agreed that a formal citation of unprofessional conduct is warranted. You are required to maintain professional conduct in all situations and activities while you are enrolled in the curriculum. Faculty members have found your conduct to be unprofessional related to the following incident(s).

Description of unprofessional behavior:

Signature of Faculty Member

Date

Signature of Director/Associate Director

Date

Student acknowledgement of receipt of the citation:

Student Signature

Date

A plan indicating suggested steps to be taken towards remediation of the unprofessional behavior should be attached.

ADDENDUM VII

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LABORATORY SAFETY GUIDELINES

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

PURPOSE

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

SCOPE

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

COMPETENCIES

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

SAFETY TRAINING

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

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

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

As new supplies, physical agents or pieces of equipment are introduced in a class, the instructor will instruct students in the selected indications and contraindications, rationale for use, and proper application of the supply, physical agent and/or equipment. In addition, the instructor will

demonstrate the safe use of the supply or operation of the equipment. Students will be instructed to use supplies, physical agents and/or equipment only for their intended purposes and only in the manner for which they are designed. Students have responsibility to inform the instructor and their practice partners of any personal conditions which might be precautions or contraindications for participating in any laboratory experience.

Instruction in safe practice of manual skills.

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

SAFE PRACTICE

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

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

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

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

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

Emergency procedures. First aid kits are available in each laboratory space. Additional kits are available in other locations in the building. Emergency procedures are posted in all laboratory and classrooms throughout the building. Students are reminded to contact the TWU Department

of Public Safety or "911" if appropriate. The red phones on both campuses connect directly to the TWU Department of Public Safety Denton, TX.

SECURITY

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

Approved 13 May 2002

Revised and Approved August, 2008

Revised January 12, 2018

Revised August 21, 2018

**PHYSICAL THERAPY PROFESSION AND DEGREE PROGRAM ESSENTIAL
FUNCTIONS**

**Admission, Retention, and Graduation Standards
Texas Woman's University
School of Physical Therapy**

Introduction

The successful completion of a professional physical therapist education program requires the acquisition of general knowledge and basic skills used to work in a variety of clinical settings, with all people, regardless of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. The education of a physical therapist requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriate decisions required in practice. The current practice of physical therapy emphasizes collaboration among physical therapists, other allied health care professionals, the patient, and the patient's family.

Policy

The Texas Woman's University School of Physical Therapy endeavors to select applicants who have the ability to become highly competent physical therapists. As an accredited physical therapy program, the Texas Woman's University curriculum in Physical Therapy adheres to the standards and guidelines of the Commission on Accreditation for Physical Therapy Education. Within these guidelines, Texas Woman's University School of Physical Therapy has the freedom and ultimate responsibility for the selection and evaluation of its students, the design, implementation, and evaluation of its curriculum, and the determination of who should be awarded a degree. Admission and retention decisions are based not only on prior satisfactory academic achievement, but also on non-academic factors which serve to insure that the candidate can complete the essential functions of the academic program required for graduation.

The School has the responsibility to the public to assure that its graduates can become fully competent and caring physical therapists. Thus, it is important the persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice physical therapy.

The School of Physical Therapy, as part of Texas Woman's University, is committed to the principle of equal opportunity. The School does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability. When requested, the University will provide reasonable accommodation to otherwise qualified students with disabilities.

Program

Technical standards, as distinguished from academic standards refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The essential functions and abilities required by the curriculum are in the following areas: **motor, sensory, communication, intellectual (conceptual, integrative, and quantitative abilities** for problem solving and patient assessment) and the **behavioral and social** aspects of the performance of a physical therapist.

The Texas Woman's University School of Physical Therapy curriculum requires essential abilities in information acquisition. The student must have the ability to master information presented in course work in the form of lectures, written material, and projected images.

These essential functions of physical therapy education identify the requirements for admission, retention, and graduation of applicants and students respectively at the Texas Woman's University School of Physical Therapy. Graduates are expected to be qualified to enter the field of physical therapy. It is the responsibility of the student with disabilities to request those accommodations that he/she feels are reasonable and are needed to execute the essential requirements described.

If a student anticipates the need for reasonable accommodations to meet the requirements of a course, the student must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of his/her accommodation needs. Students are encouraged to meet with faculty members by appointment or during office hours to discuss approved accommodations and how course requirements and activities may impact a student's ability to fully participate.

The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material. He/she must be able to discern and comprehend dimensional and spatial relationships of structures, and be able to develop reasoning and decision making skills appropriate to the practice of physical therapy. The School of Physical Therapy uses cadaver dissection in gross anatomy instruction and expects all students to participate in dissection as part of the learning process.

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

The student must have the ability to discern skin, subcutaneous masses, muscles, bones, joints, lymph nodes, and intra-abdominal organs (for example, liver and spleen). The student must be able to perceive the presence of abnormalities which are not within the musculoskeletal system, such as masses in the abdomen. In order to master observation and palpation techniques, students are required to complete courses with laboratory components. Labs are co-educational, and students are often required to dress in shorts and t-shirts/sports bras to allow appropriate visualization and palpation. During these courses, students are required to work with classmates of the opposite gender and of all body types.

A major component of the practice of physical therapy is the assessment and management of patients with movement disorders. Therefore, the student must have the ability, within reasonable limits, to safely assist a patient in moving, for example, from a chair to a bed, or from a wheelchair to a commode. The student must also have the ability to move him- or herself and the patient in three-dimensional space in order to perform movement function tests and treatments. Additionally, the student must be able to ensure the physical safety of a patient at all times. These activities require the ability to lift, push and pull.

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

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

The student must be able to understand the basis and content of ethical physical therapy practice. He/she must possess attributes which include compassion, empathy, altruism, integrity, responsibility, and tolerance. He/she must have the emotional stability to function effectively under stress and to adapt to an environment which may change rapidly without warning and/or in unpredictable ways.

This list is not intended to be exhaustive and individual course instructors may identify additional requirements for successful completion of their courses.

Procedures

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

1. **Posted on website:** the Essential Functions are posted on the TWU School website on the DPT forms page, <https://www.twu.edu/physical-therapy/current-students/dpt-forms-and-links/>.
2. **Mailed out with Acceptance letter:** a copy of the Essential Functions is included in the acceptance letter mailed to students accepted to the program. Students indicate that they have determined that they can perform the Essential Functions as outlined in this document.
3. **Included in the Professional DPT Student Handbook:** The Essential Functions are included in the DPT Student Handbook.
4. **Reviewed during Orientation:** The Essential Functions are included in the overview of the Handbook during Orientation.
5. **Student acknowledgement of receipt of Handbook (containing Essential Functions):** After reading the Student Handbook, all students sign the acknowledgement form of its receipt, and that any questions about content in the Handbook were answered.

Use of Essential Functions: The Essential Functions are in place to answer student questions about technical standards and/or performance expectations before matriculation and during enrollment in the School of Physical Therapy. Additionally, they may be used by faculty for reference during advising or counseling sessions to identify desired behavior and/or correct behavior.

ADDENDUM IX

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STUDENT DRESS CODE

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

The purpose of this dress code is two-fold:

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

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

CLASSROOM ATTIRE

At all times, students shall:

- observe good personal hygiene (e.g. no smelly clothing, socks, shoes), with appropriate use of deodorant.

When any guest speaker/non-TWU individual is present (i.e., guest speaker, patient, etc.), students shall:

- dress appropriately, including no T-shirts, no hats
- wear no blue jeans

When students are presenting, presenters wear professional attire including the following:

- No midriffs, no cleavage visible
- No 'low rider' pants and/or visible underwear

LAB ATTIRE

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

- Women:
 - Sports bra that does not obscure the scapulae (includes: thin racer back, or halter type sports bra) May wear t-shirt over sports bra until accessibility to area being treated is needed
 - Shorts similar in length to running shorts or leggings based on lab content

- Footwear appropriate for class content
- Men: Shirts and shorts.
 - No ‘low rider’ shorts and/or visible underwear
 - Shorts similar in length to running shorts or leggings based on lab content
 - Footwear appropriate for class content

CLINIC ATTIRE

These guidelines apply to all clinical experiences, whether visits, part or full-time clinical experiences, and apply to all clinical settings. During clinical experiences, the students’ appearance should be neat and clean, and clothing should be appropriately pressed. If a clinic 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.

- **Clothing:** professional dress requires that no cleavage, nipples or armpits are showing. In addition, clothing should be sized appropriately. Tight clothing is inappropriate in the clinical setting.
 - **Shirts**
 - Women:
 - May wear blouse: avoid low-cut and midriff-baring (no cleavage in the front or back).
 - Must have sleeves and cover shoulders
 - Long enough to move freely without visible skin if shirt is not tucked in
 - If t-shirt is worn under another shirt, the bottom shirt should be tucked in
 - If buttoned shirt, clothing should fit appropriately to prevent gapping between buttons
 - If scrub shirt is worn, a t-shirt must be worn underneath, to prevent inappropriate skin showing when student is active
 - Men:
 - Collared (unless in scrubs)
 - Must have sleeves and cover shoulders
 - Tuck in all shirts except scrub shirts
 - If scrub shirt is worn, a t-shirt must be worn underneath that will prevent inappropriate skin showing when student is active
 - If wearing a V-neck shirt or scrub top, no excessive visible chest hair.
 - **Slacks**
 - Women:
 - Slacks/pants are required. Exceptions will be made only if cultural or religious requirements necessitate the wearing of a skirt or dress; exceptions will be addressed on an individual basis.
 - Length: at least to ankle (no capri or cropped pants)
 - No denim jeans of any color

- Men:
 - Slacks/pants of length at least to ankle
 - Worn with belt
 - No denim jeans of any color
- **Footwear**
 - Closed toe and heel shoes, worn with socks or stockings
 - Tennis shoes must be clean, and not appear overly worn
 - Low heels
 -
 -
- **Jewelry**
 - Jewelry should be kept to a minimum for both student and patient safety and hygiene
 - Examples of inappropriate jewelry: bangles, multiple rings per hand, long necklaces, dangling charm bracelets
 - Nothing noisy or that gets in the way
 - Wearing a watch with a second hand or timer is strongly encouraged
- **Fingernails**
 - Short and trimmed for patient safety and cleanliness
 - Facilities may limit/prohibit acrylic/artificial nails. If artificial nails are permitted, they must be kept short.
 - Nail polish color should be inconspicuous (e.g. clear, neutral colors, pale pastels, light earth tone).
- **Hair:**
 - Clean, well kept. Hair should be out of face (e.g., headband, pony tail, braid)
 - No unnatural hair colors/streaks, e.g., red, purple, green, blue
 - No visible hair accessories, e.g. feathers, flowers.
 - No extreme haircut/style: e.g., Mohawk, initials shaved into scalp

Facial Hair:

- Clean, short, tailored, well kept, and neatly trimmed.
- No extreme/fad facial hair (e.g. "mutton chops", handlebar mustache)
- **Makeup:**
 - Minimal, conservative, light make-up
 - No excessive/fad make-up: glitter, bright colors, excessive application.
- **Facial Piercing:**
 - Wear stud earrings, dime-sized or smaller; no dangling earrings
 - No gauges, or industrial earrings.
 - No visible eyebrow, nose, lip or tongue piercings, except for religious reasons.
- **Fragrances:**
 - No perfume, no cologne
- **Tattoos:**

- No visible tattoos: tattoos should be covered with clothing regardless of location (including neck, hands, feet, etc.)

PROFESSIONAL MEETING ATTIRE

- Clinic dress code is applicable to professional meeting attire. If one is coming to a professional meeting (e.g. Southeast District or North Texas District) from work wearing scrubs, ensure that scrubs are clean. Skirts should be an appropriate length. Professional dress may be considered to be more *conservative* than social attire.

Approved August 21, 2012

Revised July 2018

STUDENT USE OF TECHNOLOGY AND SOCIAL MEDIA

DEFINITIONS OF TECHNOLOGY AND SOCIAL MEDIA:

Social networking sites include but are not limited to:

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

First and foremost, students are responsible for what they post. The content of posting should always be respectful. Use of social media, even in a personal capacity, must comply with federal and state laws, and be consistent with the [American Physical Therapy Association's Code of Ethics](#) and the [Standards of Conduct in the Use of Social Media](#)

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

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

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

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

- Any student wishing to record classroom or laboratory material must ask EACH faculty member for permission **before** recording any information. It is understood that these recordings are solely for the student's personal use and are not to be posted to any public or private website.

- If a guest lecturer is present in a class, a student must request the lecturer's permission **before** recording any information. Students should not assume that because they have permission to record material from the faculty member/instructor of record, that students have permission from the guest speaker as well. If students wish to ask the guest speaker for permission to record information, requests for permission must be submitted **prior to the day of class**. Students must confer with instructor of record for guidance in how to obtain permission from the guest speaker.

Student physical therapists will maintain ethical and professional relationships with TWU School of Physical Therapy faculty and staff throughout the professional program.

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

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

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

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

A patient's privacy may not be violated by releasing his or her protected health information (PHI) unless that patient (or patient's parent/guardian) has signed an approved facility form authorizing the release of such information. Student physical therapists enrolled in Texas Woman's University may not reveal patients' health information or other information on personal social media sites. Protected health information includes photographs and videos of the patient, even if the patient asked for the photo/video to be made or consented to it being made. It is best to return such photos to the patient, as long as no other patients are in the photos.

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

- If photographic or video images are required, the student must obtain verbal and written permission from the patient (or patient's parent/guardian), using an approved facility form authorizing the release of such information. The student must make efforts to prevent viewing of

the patient's face in the photograph/video image by cropping or obscuring facial features.

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

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

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

For more information on social media and professionalism, refer to the following article on the APTA website:

<http://www.apta.org/PTinMotion/2010/6/Feature/ProfessionalismandSocialNetworking/>