



SCHOOL OF PHYSICAL THERAPY

DOCTOR OF PHYSICAL THERAPY PROGRAM

STUDENT HANDBOOK

2024-2025

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School of Physical Therapy

Welcome and Introduction

The faculty and staff would like to welcome you to the School of Physical Therapy (SOPT) at Pacific Northwest University of Health Sciences (PNWU). We look forward to getting to know and assisting you as you prepare for a career in the profession of physical therapy. You were selected into this program by physical therapy faculty members who, based on your application information and interview, determined that you had the academic strength and drive, as well as 'fit' for PNWU's Doctor of Physical Therapy (DPT) program. It is our goal that you will become a superior generalist, who will practice in a rural or medically underserved setting, who possesses strong training in movement sciences, clinical competence, interprofessional practice, and evidence-informed research skills, and that you will be a future advocate for the profession of physical therapy in rural community healthcare. We welcome and support you as you assume the role of one day becoming our professional colleague.

The purpose of this handbook is to acquaint you with our expectations, explain the curriculum of our program, and assist you in making a successful transition into the program. We welcome your input and feedback as we unfold the curriculum that has been developed by faculty with a wealth of content expertise and a genuine passion for excellence in physical therapy education. We believe in PNWU's student-focused and mission-driven values. You will find the environment here to be professional, collaborative, respectful, and supportive of a healthy lifestyle. As a cohort, you will soon become a community, supporting one another during your academic and professional lives.

Regardless of whether the policies and procedures are specifically listed within this handbook, we expect you to be responsible for your education and behavior. You are responsible for adhering to all School and University policies and procedures that affect your academic progress. All policies and procedures are subject to change, and you are responsible for staying abreast of these changes. Please note that the SOPT Student Handbook is updated annually, and all DPT students are bound to the policies and procedures in the most current edition of the handbook.

About Accreditation

PNWU is institutionally accredited by the [Northwest Commission on Colleges and Universities](#) (NWCCU). NWCCU approved the developing DPT program on May 11, 2021.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of *institutional quality* evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Please see PNWU's policy on [Complaints Related to Accreditation](#).

In addition to regional accreditation, the DPT program received state authorization through the [Washington Student Achievement Council](#) (WSAC) on May 7, 2021, and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes PNWU to offer specific degree programs, including the DPT. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact:

Washington Student Achievement Council

P.O. Box 43430

Olympia, WA 98504-3430

<https://wsac.wa.gov/>

email: degreeauthorization@wsac.wa.gov

[Student complaints to WSAC](#)

Authorization in Other States

PNWU is a member of [NC-SARA](#) (National Council for State Authorization Reciprocity Agreements). This is a multi-state consortium that manages oversight of distance education, including clinical experiences in which students may engage outside of Washington. PNWU seeks approval, authorization, or exemption to operate in other states as needed. SOPT students may conduct full-time clinical experiences in all states.

Commission on Accreditation in Physical Therapy Education (CAPTE)

In addition, all entry-level education programs for physical therapists must be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). In March 2019, PNWU began the pre-accreditation process by submitting a letter of intent to develop an entry-level DPT program. The program's Application for Candidacy (AFC) was submitted on June 1, 2021, and was approved by CAPTE on November 2, 2021. The program will undergo further review by CAPTE in the spring of 2025 for initial accreditation; this decision is expected to be rendered prior to the scheduled graduation of the inaugural class in May 2025.

Effective November 2, 2021, the Doctor of Physical Therapy program at Pacific Northwest University of Health Sciences has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, VA, 22305-3085; phone: 703-706-3245; email: accreditation@apta.org).

If needing to contact the program directly, please call 509-249-7709 or email ptrueblood@pnwu.edu.

Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted initial Accreditation.

Complaints or inquiries regarding compliance with CAPTE standards or accreditation policies for educational programs in physical therapy may be directed to:

Commission on Accreditation in Physical Therapy Education

3030 Potomac Ave., Suite 100

Alexandria, VA 22305-3085

(703) 706-3245

Email: accreditation@apta.org

Website: <http://www.capteonline.org/Complaints/>

Contingency Plan

The program achieved candidacy in November 2021 for accreditation status and will work towards achieving initial and full accreditation. Currently, the program is on a cycle that will allow CAPTE to make a full accreditation determination for this program in spring 2025 prior to graduation of the first cohort of students.

As of July 2020, the U.S. Department of Education ruled “all credits and degrees earned and issued by an institution or program holding pre-accreditation from a nationally recognized agency are considered by the Secretary to be from an accredited institution or program.” Therefore, with candidacy status, our first cohort, graduating in 2025 will be eligible for licensure, regardless of receiving initial accreditation. However, the program anticipates full accreditation prior to graduation in May 2025. If the program fails to achieve full accreditation with initial attempts, the institution and program will ask CAPTE for full accreditation reconsideration by providing more detailed information to CAPTE in the area(s) deemed deficient.

In the unlikely event the program fails to achieve accreditation, arrangements have been made with other institutions in the region and on the west coast to accept PNWU DPT students to their programs. The acceptance of DPT students from PNWU is contingent upon the student being accepted for graduate study by the institution. Units completed at PNWU will be considered for transfer by the institution on an individual basis.

Licensure Requirements

Graduation from a physical therapist education program accredited by CAPTE is required for eligibility to sit for the licensure examination, which is required in all states. All credits and degrees earned and issued by a program holding candidacy are considered to be from an accredited program. Successful performance on the National Physical Therapy Examination (NPTE) of the Federation of State Boards of Physical Therapy (FSBPT) is required to practice as a physical therapist. The NPTE covers the entire

scope of practice for a physical therapist, including theory, examination and evaluation, diagnosis, prognosis, treatment intervention, prevention, and consultation that is consistent with the exam blueprint.

The first licensure examination date for which DPT program graduates would be eligible to sit for licensure will be the fourth week in July. Should the graduate choose to wait to take the licensure exam, the second available opportunity will be in the fourth week in October. Contact the FSBPT Administrative Office at fsbpt.org or 703.299.3100 for more information. Candidates must apply for licensure to their state Board of Physical Therapy, which may also require passing a jurisprudence exam of the state's laws and rules. Contact information for individual state licensing authorities may be found at fsbpt.org.

The Washington Physical Therapy Board has identified conditions which may preclude an applicant from sitting for the licensing examination. If they have anything in their legal history that might impact their eligibility for licensure to practice as a physical therapist in the state of Washington, they must contact the Board. The Washington Physical Therapy Board will review each applicant for licensure and determine eligibility to sit for the licensure exam.

SOPT Policy for NPTE Exam:

In some jurisdictions, licensing authorities permit DPT students to schedule and take the NPTE up to 90 days prior to graduation from an accredited DPT program. Students who take the NPTE before graduation are generally in the final semester of the program and have only a terminal full-time clinical experience (FTCE) to complete. DPT programs must certify the student's graduation with the Federation of State Boards of Physical Therapy (FSBPT) for the candidate to be eligible to schedule the NPTE. Since significant time is required to prepare for the exam, which may hinder efforts and engagement to successfully complete the FTCE, the PNWU DPT program does not certify any student to take the NPTE before graduation. The PNWU DPT program recommends student's focus their efforts on successfully completing the terminal FTCE for an on-time graduation.

Mission

Educating future physical therapists as movement system experts who will infuse innovative, evidence-informed practice in rural and medically underserved communities throughout the Northwest.

Vision

Transforming movement and function to revolutionize the health of rural and medically underserved communities.

Our Commitment

The Doctor of Physical Therapy (DPT) program at PNWU embraces the University's mission. We are committed to educating and training physical therapists in a culture of interprofessional teaching, learning, and scholarship that emphasizes returning to serve rural and medically underserved communities throughout the Northwest.

Our Philosophy

We believe:

Physical therapists can impact health and health care delivery across the lifespan in rural and medically underserved communities through their unique role as movement experts.

The future of physical therapy practice rests in our graduates continually demonstrating the value of movement and function for health and longevity, translating evidence for practice into action and advocating for access to physical therapy in rural and medically underserved communities.

A student-focused, patient-centered, dynamic, and collaborative learning environment nourished within a culture of empowerment, compassion, innovation, interprofessional collaboration, social

justice, and social responsibility will develop future leaders who will launch new visions of physical therapy for future generations.

Program Description

The DPT program is a 112-credit hour, 8-semester, blended curriculum model building on a combination of clinical, foundation, and behavioral sciences for the movement system, practice management, and professional practice themes, along with integrated clinical experiences (ICEs) (semesters 2,4,5,7) and 34 weeks of full-time clinical experiences (FTCEs) (semesters 3,6,8) with emphasis on rural and medically underserved clientele.

The sequencing of courses is designed to introduce and integrate foundational knowledge early in the curriculum and then build upon that knowledge with practice-specific courses. To reinforce the relevance of this coursework, students will employ didactic and lab skills with simulated standardized patients, as well as within their service-learning opportunities throughout the program in various rural and medically underserved community healthcare centers and clinics (ICEs). Beyond the integration of program content into clinical settings through ICE and FTCE, students have the opportunity to learn with, from, and about other professional health care students including medical, pharmacy, and nursing professions through Northwest Interprofessional Health Collaborative (NIHC).

SOPT Goals

Goal #1: The SOPT will prepare competent entry-level physical therapists who are:

- movement system experts.
- prepared to practice in rural or medically underserved areas (MUS) or with medically underserved populations (MUP).
- innovative and committed to life-long learning.
- valued members of the interprofessional team.
- advocates for access to physical therapy in rural and medically underserved communities.

Goal #2: Students in, and graduates from, the SOPT will exhibit:

- compassion and respect.
- inclusivity and cultural sensitivity.
- evidence-informed practice.
- a commitment to service and leadership in the community and the profession.
- an understanding of the interprofessional team.

Goal #3: The SOPT will recruit and retain core faculty who:

- embrace the missions of the University and SOPT.
- welcome interprofessional teaching, learning, and scholarship.
- strive for excellence in research and scholarship.
- maintain contemporary expertise in their content area of teaching.
- participate in ongoing and continuous assessment to ensure mission fulfillment.

Goal #4: The SOPT program will exemplify PNWU's mission commitment to rural, Northwest, and medically underserved communities through a model of:

- recruit
- educate, and
- return

These goals reflect the program's mission by emphasizing rural and medically underserved physical therapy practice, preparation of movement system experts which is reflective of contemporary physical

therapy education, research, and practice, and lead to expected program outcomes that reinforce the distinctiveness of the program at PNWU, to advocate interprofessional and rural community service.

Student/Graduate, Faculty, and Program Outcomes

The program has outcomes related to students/graduates, faculty, and the program based on the program's mission and vision, reflective of contemporary physical therapy education, research, and practice.

Student/Graduate related outcomes are to prepare the DPT graduate who will:

1. Integrate the biological, physical, behavioral, and movement sciences necessary for entry-level physical therapy practice.
2. Communicate through words and actions professionally, compassionately, and ethically in all encounters with patients/clients, peers, faculty, families, other professionals, and community/professional leaders.
3. Practice jointly that is consistent with established legal and professional clinical practice standards.
4. Demonstrate sound clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment that can be applied in the rural or medically underserved community setting.
5. Apply existing research to inform clinical decision-making skills and innovative physical therapy interventions based on solid theoretical constructs.
6. Lead to advocate in communities and the physical therapy profession.

Faculty related outcomes are to attract and retain faculty who:

1. Exemplify excellence in the scholarship of teaching and maintain currency in clinical practice related to their teaching, service, and/or scholarship.
2. Demonstrate a commitment to collaboration, service, scholarship, and leadership in the institution, the community, and the profession.
3. Engage in one or more areas of professional growth and scholarly/creative activities that align with the program's mission and vision.

Program related outcomes are to offer a program that:

1. Student matriculation reflects the rural, Northwest, and medically underserved communities we serve.
2. Students achieve academic success.
3. Graduates achieve postgraduate success culminating in service to rural, Northwest, and medically underserved communities.

Curriculum Plan

The professional coursework is grounded in the mission of the program and University. The curriculum is a blended design with traditional and systems-based approaches. The plan embeds movement systems within professional practice management themes. Contemporary Physical Therapy practice with use of the evidence to inform clinical practice are incorporated in the DPT curriculum coursework. The curriculum includes a combination of didactic, laboratory, service-learning, and clinical experiences which address the development of the student in the cognitive, affective, and psychomotor learning domains. Course teaching methodology and instruction methods include content delivered through synchronous and asynchronous didactic lecture, standardized patient simulation, laboratory, experiential and service-learning experiences which are then reinforced by full-time clinical experiences and framed by research evidence in the sciences of movement, clinical practice, teaching and learning. The curriculum directly reflects the skills, professionalism, leadership, and critical reasoning necessary for entry-level, contemporary physical therapy practice, and for the life-long learning and leadership desired across the span of graduates' careers.

The framework for the SOPT curriculum plan (see illustration below) is built around five organizational principles, based on the SOPT's philosophy and belief statements above, and are incorporated in all our courses: Clinical Reasoning, Leadership, Professionalism, Collaboration, and Justice, Equity, Diversity, and Inclusion (JEDI). These principles govern the curriculum model that is built on three pillars that are applied within the integrated and full-time clinical experiences:

Movement Sciences includes anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, motor control, motor learning, neuroscience, pathology, pharmacology, diagnostic imaging, history, nutrition, and psychosocial aspects of health and disability.

Professional Practice includes cardiovascular, endocrine, and metabolic, gastrointestinal, genital, reproductive, hematologic, hepatic, and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, renal, and urological systems, system interactions, differential diagnosis, and the medical and surgical conditions across the lifespan commonly seen in PT practice.

Behavioral Sciences includes content and learning experiences in communication, ethics, values, leadership, management, finance, teaching, learning, law, clinical reasoning, evidence-informed practice, and applied statistics.

The curricular model is designed to produce a knowledgeable, reflective generalist who offers evidence-informed, quality care in a compassionate and professional manner as a competent member of the interprofessional team in rural and medically underserved communities. This solid foundation in the signature pedagogy of applied movement science and collaborative practice allows graduates to assume the role of a movement expert, researcher, educator, consultant, administrator, leader, and advocate within the interprofessional health care team. The movement-based curriculum is delivered in a learning environment that is heavily learner-centered and relies on the design of active learning experiences which reflect Kolb's experiential learning theory. For example, concrete experiences provide opportunities for reflective observation and active experimentation is accomplished through clinical cases and early ICEs. Each helps students conceptualize learning and sequence content in a way that reflects how physical therapists organize, retrieve (analysis), and apply information (conclusions) for clinical reasoning. At the end of each academic year, the student applies acquired knowledge during their FTCE further reinforcing Kolb's experiential learning cycle.

To reinforce this model and the program's mission and vision, five transcurricular threads were developed to provide a platform, not only for characteristics sought in students admitted to the program, but also to inform goals for graduates in meeting the needs of society. These are:

Transcurricular Threads

Rural and Medically Underserved: Students will provide a continuum of care for rural and underserved communities that is safe, effective, and efficient in all aspects of patient management, interpersonal relations, and professional conduct, while demonstrating responsiveness to the individualized needs and well-being of clients/patients "regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability."

Movement experts: The student will articulate the importance of movement systems across the lifespan through application of course content to the practice of physical therapy, research, and education to meet the vision of the profession to "transform society by optimizing movement to improve the human experience."

Interprofessional Practice: Students will develop the core competencies needed for effective collaborative practice. The Interprofessional Education Collaborative (IPEC) defines these competencies

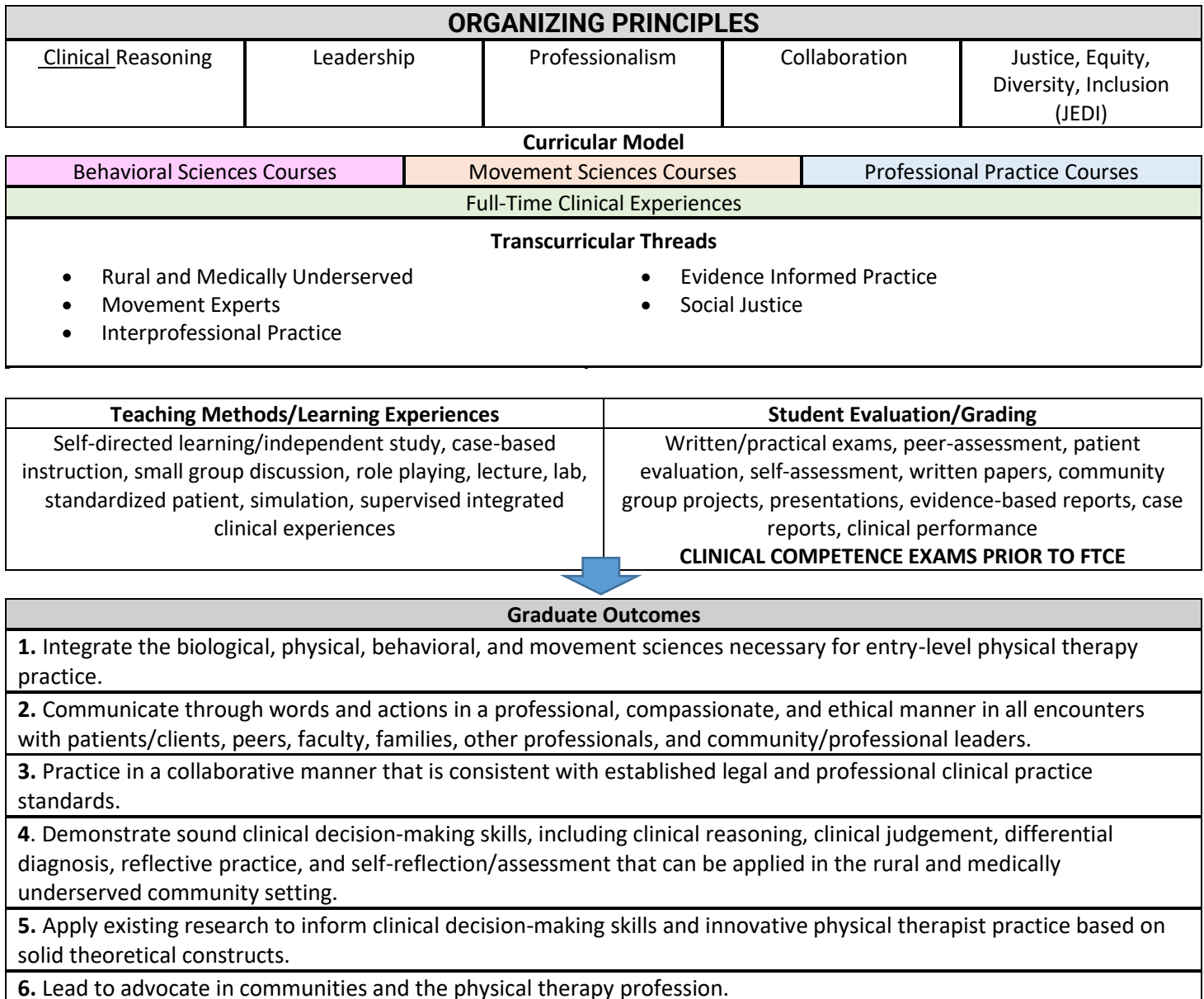
as: (1) mutual respect and shared values with other members of the healthcare team; (2) an appreciation for the skills and resources provided by other professionals that complement the physical therapist's expertise; (3) responsive communications that are clear, timely, and respectful; and (4) team development through relationship building, shared problem-solving and accountability, use of evidence, and effective leadership.

Evidence-Informed Practice: The student recognizes and demonstrates the ability to critique assigned readings and other published literature taking "personal responsibility for their professional development based upon critical self-assessment and reflection" within the context of the advancement and innovation of physical therapy practice. Demonstrating an understanding that the use of evidence-informed practice is central to providing high-quality care. Further, as a researcher and scholar "shall abide by accepted standards governing protection of research participants."

Social Justice: The student will demonstrate "respect, the inherent dignity and rights of all individuals" in all aspects of their role as a healthcare provider assuring recognition of their personal biases to prevent discrimination against others while demonstrating independent and objective professional judgment in the patient/client's best interest within the physical therapists' scope of practice. Students will provide care that is respectful of, does not vary in quality, and is responsive to individual preferences, needs, and values when making clinical decisions with their patients, as well as applying course content to the entire classroom community including, but not limited to: instructors, peers, patients, clients, families, care givers, other practitioners, and community partners.

Illustration of Curriculum Plan

Below is a diagram of the **SOPT DPT Curriculum Plan** illustrating how the organizing principles, based on the SOPT's philosophy and beliefs, govern the curriculum model that is built on three pillars that are applied within the integrated and full-time clinical experiences, ultimately leading to SOPT's expected graduate outcomes through a variety of teaching methods and learning experiences.



Every course in the DPT curriculum addresses one or more of these graduate outcomes (GOs) as listed in the syllabus with expected level of competency for that course. For an overview of *all* courses, see [DPT Graduate Outcomes Matrix](#).

Curriculum Organization and Flow

In the first year, students are introduced to the physical therapy profession including the professional roles and responsibilities of the physical therapist within the healthcare settings, emphasizing interprofessional collaborative practice, cultural competence, emotional/social intelligence, and caring competencies of medical professionals. A strong moral foundation including the obligation as advocate, especially for the health needs of rural and underserved communities is emphasized. Didactic and laboratory coursework emphasizes foundational movement and behavioral sciences with development of professional practice

skills including documentation in these first two semesters in preparation for the first full-time clinical experience (FTCE) that follows. Age-appropriate clinical decisions begin to be formed, as students explore movement development across the lifespan which includes exercise physiology application. To reinforce the relevance of this coursework, students employ learned skills within the context of the standardized patient, as well as service-learning opportunities in the second semester working with patients in the pro bono PT clinic at Yakima Union Gospel Mission (YUGM) Medical Care Center and Yakima Neighborhood Health Clinic (YNHC) as one of their integrated clinical learning experiences (ICEs). Students will learn the application of evidence to promote informed decision-making as a consumer of the literature, understanding research statistics to augment their development of clinical reasoning skills in physical therapy practice. At the culmination of the first year of instruction, students will demonstrate competency before entering their first nine-week FTCE to apply cognitive, affective, and psychomotor skills within a clinical setting.

The coursework in the second-year builds on a strong moral foundation with a focus on more advanced clinical sciences and professional practice skills that will prepare the reflective practitioner as a knowledgeable and competent physical therapist. Students learn to apply evidence-informed principles to their clinical decision-making skills within a variety of professional practice courses including musculoskeletal, neurological, cardiopulmonary, and integumentary movement systems. Emphasis on optimizing movement and the integral performance of the various body systems within the context of functional outcomes is fundamental in all professional practice courses. Within these classes, there is also ample opportunity for IPE including activities with pharmacists, speech therapists, nursing students, and various others through guest lectures and activities established by the Northwest Interprofessional Health Collaborative. Evidence is put into action as students begin to research and develop their capstone projects. Practice-based learning and interprofessional education are reinforced through continued service-learning embedded within the curriculum including an on-campus pro-bono therapy center serving clients with various movement system impairments under the direction of clinical faculty. Students further develop their clinical reasoning and professional practice skills through integration of complex cases and simulated standardized patients. Students again demonstrate competency prior to entering their second nine-week FTCE in the sixth semester of the program.

In the final semester, prior to the students' 16-week terminal FTCE, students focus more on special populations including pediatrics, geriatrics, patients with cancer diagnosis, lymphedema, and pelvic health disorders, while integrating all parts of the patient/client management-examination, evaluation, diagnosis, prognosis, and intervention components of patient care. Screening for medical referral, development of the plan of care, and refining prognoses for patients with complex and atypical clinical presentation with comorbidities is emphasized through advanced clinical reasoning practice case studies. Students return to community health centers and clinics to reinforce clinical reasoning and professional practice skills that are reflective of an autonomous generalist working with medically underserved clients. Students also directly impact the local community through their development and implementation of a wellness/prevention service-learning community project. And, as the culmination of the doctoral degree in physical therapy, students present their capstone project validating their ability to demonstrate independence in critical thinking through a literature review, defending their research, unique patient case, or clinical question in a public venue. Students again demonstrate competency and readiness to enter their final, full-time 16-week clinical education experience reinforcing the program's mission and philosophy to produce a reflective generalist who is able to provide evidence-informed quality care in a compassionate, professional manner, while having a solid foundation in collaborative practice enabling the entry level practitioner to assume the role of a movement expert, researcher, educator, consultant, administrator, leader, and advocator within the interprofessional health care team.

Clinical Education

Clinical education, whether through full-time clinical experiences (FTCE) or integrated clinical experiences (ICE), is the opportunity to apply and solidify classroom didactic knowledge and hands-on laboratory skills, to direct patient care, under the supervision of a clinical instructor, or faculty member. FTCE occurs in

semesters three, six, and eight while ICE opportunities occur within didactic coursework in semesters two, four, five, and seven. PHTH 543 and 746 are ICE courses off campus at the Yakima Union Gospel Mission (YUGM) Medical Care Center or Yakima Neighborhood Health Services (YNHS) Clinic, where the faculty and students staff a pro bono PT clinic. During PHTH 644 and 645 ICE courses, students will be participating in a pro bono community-based program here on PNWU's main campus two days a week.

The philosophy of the program, as it relates to these experiences, is for the doctoral-level graduate to be educated with a firm knowledge base. Additionally, they would be capable of critical thought, leading to effective analysis for implementation of examination techniques, assessment, and interpretation of evaluation data on which to make treatment plans and decisions, as well as predicting treatment outcomes based on empirical research.

Policies and Procedures for the student clinical experience can be found in the SOPT Clinical Education Handbook, available on the [PNWU Student Handbook website](#) and in Moodle/Exxat for the FTCE course. In addition, each ICE course has a handbook that is available in Moodle., each ICE course has a handbook that is available in Moodle.

Plan of Study

SCHOOL OF PHYSICAL THERAPY - PLAN OF STUDY

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
FALL	SPRING	SUMMER	FALL	SPRING	SUMMER	FALL	SPRING
PHTH 500 Foundations of Clinical Practice I (3.5 credit hours) 2 hr. lect/3 hr. lab	PHTH 501 Foundations of Clinical Practice II (3.5 credit hours) 2 hr. lect/3 hr. lab	PHTH 600 Clinical Experience I (4.5 credit hours) 9 weeks full-time clinic (360 clinical hours)		PHTH 602 Foundations of Clinical Practice III (3.5 credit hours) 2 hr. lect/3 hr. lab	PHTH 700 Clinical Experience II (4.5 credit hours) 9 weeks full-time clinic (360 clinical hours)		
PHTH 505 Gross Anatomy (4.5 credit hours) 2 hr. lect/4 hr. lab	PHTH 506 Applied Neuroscience (3.5 credit hours) 2 hr. lect/3 hr. lab		PHTH 607 Neurological Movement System I (4.5 credit hours) 3 hr. lect/3 hr. lab	PHTH 608 Neurological Movement System II (3.5 credit hours) 2 hr. lect/3 hr. lab		PHTH 709 Pediatric Physical Therapy (3.5 credit hours) 2 hr. lect/3 hr. lab	
PHTH 510 Lifespan Development (2.0 credit hours) 2 hr. lect	PHTH 514 Exercise Physiology (2.0 credit hours) 2 hr. lect		PHTH 620 Musculoskeletal Movement System I (4.5 credit hours) 3 hr. lect/3 hr. lab	PHTH 621 Musculoskeletal Movement System II (5.0 credit hours) 3 hr. lect/4 hr. lab		PHTH 722 Geriatric Physical Therapy (3.0 credit hours) 2 hr. lect/2 hr. lab	
PHTH 512 Movement Science I (3.0 credit hours) 2 hr. lect/2 hr. lab	PHTH 513 Movement Science II (3.0 credit hours) 2 hr. lect/2 hr. lab		PHTH 625 Cardiopulmonary Movement System (3.5 credit hours) 2 hr. lect/3 hr. lab	PHTH 626 Management of Select Populations I (2.0 credit hours) 1 hr. lect/2 hr. lab		PHTH 727 Management of Select Populations II (2.0 credit hours) 1 hr. lect/2 hr. lab	
PHTH 515 Intro to Pathophysiology (1.0 credit hours) 1 hr lect	PHTH 516 Applied Pathophysiology (3.0 credit hours) 3 hr. lect						
PHTH 520 Professional and Interprofessional Practice I (2.0 credit hours) 2 hr. lect	PHTH 521 Professional and Interprofessional Practice II (2.0 credit hours) 2 hr. lect		PHTH 622 Professional and Interprofessional Practice III (2.0 credit hours) 2 hr. lect			PHTH 723 Administration & Leadership (2.0 credit hours) 2 hr. lect	
			PHTH 635 Clinical Reasoning I (2.0 credit hours) 2 hr. lect			PHTH 736 Clinical Reasoning II (3.0 credit hours) 3 hr. lect	
	PHTH 543 Integrated Rural Clinical Outreach I (1.5 credit hours) .5 hr. lect/2 hr. lab/clinic 30 hrs. patient care		PHTH 644 Integrated Clinical Practice I (1.5 credit hours) .5 hr. lect/2 hr. lab/clinic 30 hrs. patient care	PHTH 645 Integrated Clinical Practice II (1.5 credit hours) .5 hr. lect/2 hr. lab/clinic 30 hrs. patient care		PHTH 746 Integrated Rural Clinical Outreach II (3.0 credit hours) 1 hr. lect/4 hr. lab/clinic 30 hrs. patient care 30 hrs. service learning	
PHTH 545 Evidence Informed Practice (3.0 credit hours) 3 hr. lect			PHTH 646 Capstone I (1.0 credit hour) 2 hr./wk. lab/ independent study with mentor	PHTH 647 Capstone II (2.5 credit hours) 5 hr./wk. lab/ independent study with mentor and PNWU Symposium		PHTH 748 Capstone III (1.5 credit hours) 3 hr./wk. lab/ independent study with mentor; Oral defense and SOPT Symposium	
	PHTH 550 Clinical Competence in Patient Management I (0.5 credit hour) 15 hrs. lab/ last 4 wks.		PHTH 650 Clinical Competence in Patient Management II (1.0 credit hour) 30 hrs. lab/ last 4 wks.	PHTH 750 Clinical Competence in Patient Management III (1.0 credit hour) 30 hrs. lab/ last 4 wks.			
19 credit hours	19 credit hours	4.5 credit hours	19 credit hours	19 credit hours	4.5 credit hours	19 credit hours	8 credit hours
Behavioral Sciences Courses		Movement Sciences Courses		Professional Practice Courses		Full-Time Clinical Experiences	

Capstone Project

The capstone will reflect a culminating experience at the doctoral level. The finished product must demonstrate originality, good organization, clarity, critical analysis, accuracy, and completeness of the project. Critical and independent thinking should characterize the project. The quality of writing, format, and documentation must meet standards appropriate for publication in the scholarly journals of the profession.

The student has three options for their capstone project: research, literature review such as systematic or scoping review of a clinically relevant question, or advanced clinical case. Other types of projects may be approved, as long as they meet the criteria above. Students may work in groups depending on the project type. The expectations are clearly defined in the DPT Student Resources folder on Moodle. The students will begin the process in the spring of the first year, by exploring the various options. In the second year during PHTH 646 and PHTH 647, students work with their assigned faculty mentor on the capstone. In the fall of the third year, students will complete the capstone, complete an oral defense with their Capstone committee and present at the School of Physical Therapy Capstone Symposium. Before enrolling in their last FTCE, students will submit a manuscript-ready paper for a final grade in PHTH 748.

The project must include a written manuscript using [AMA style](#) and a 20-minute oral defense to the committee chair and members, as well as a presentation in a public forum (school symposium). Both components (manuscript and oral defense) must be graded by at least two faculty or their designees, with performance expectations of a “B” grade (80%) or better, as deemed by both the faculty. Students who do not meet the 80% score on the written manuscript and/or on the oral defense will not be allowed to graduate until the minimum criteria are met within the normal time frame for graduation. This could mean repeating the oral defense or continuing to edit the manuscript until it satisfies the minimum criteria.

Grading rubrics for the oral presentation and written paper can be found on Moodle for PHTH 748.

Grading and Grading Criteria:

This course is a credit/no-credit course. There are no exams in this course. The rubric that will be used for grading the written manuscript and oral defense is provided on Moodle.

A grade below 80% on the written and/or oral is considered a no credit (NC). If a student does not meet this requirement, the faculty panel will determine the appropriate remediation. If the remediation is minor and their faculty panel feels the student could complete it satisfactorily during their FTCE in the spring, they may be allowed to receive an incomplete grade for PHTH 748. In the case of continuing to work on the capstone during the spring semester, the director of clinical education (DCE) would also need to approve. Continuing to work on the capstone project during PHTH 790 FTCE is not recommended, as it may jeopardize the student’s ability to perform successfully in the clinic. Therefore, if the remediation is extensive, it is possible the student would receive a NC and be required to repeat PHTH 748 and therefore, would not graduate on time. In this case, the student would report to the Student Progress Committee (SPC) and develop a plan in consultation with the program director (PD) and DCE. The student is only allowed to repeat the PHTH 748 one time.

Capstone Project Committee Selection

The capstone project committee will consist of a minimum of two faculty members, (a chairperson and one other faculty member. Only for *research* capstone projects is a third committee member required. The third member could be a faculty member from the DPT program, a clinician from the community, and/or a faculty member from outside of the DPT program. Basic responsibilities for procedural arrangements, content, and organization of the project rest with the student and student’s committee. It is the student’s responsibility to arrange committee meetings and provide progress reports along with drafts of written documents and presentations. While the committee chair will have primary responsibility for advisement in the process, careful communication with all committee members is essential to obtain final committee approval. At the outset, the student will clarify the precise role and responsibilities of each member of the committee. Keep in mind, the

committee members are volunteering their time. Students are expected to consult with their committee chair as to precise roles and responsibilities of committee members during the process.

The committee members will be approved in the fall semester of the second year with the approval of the [Capstone Project Application and Acceptance form](#).

If a student is planning to do an advanced clinical case as their capstone project, they must use the approved [Case Study Consent](#) with their patient.

RESOURCES - Information Resources

See [Academic Calendar and Timeline](#) for an overview of events and due dates for requirements throughout the academic year. A day-by-day course schedule will be available to each student on the PNWU Calendar.

Please refer to the [current Student Catalog](#) or the [PNWU Policies Library](#) for all student-related policies and the PNWU [Student Handbook](#) for university procedures. The [PNWU.edu](#) website is a resource for all the latest news, University calendar, forms, directory, and links to other important information. The SOPT student handbook is a compilation of procedures and guidelines that provide the framework of expectations for academic performance, conduct, behavior, and professionalism as a student at PNWU.

General Contact Information

Office	Email	Phone
Assessment	assessment@pnwu.edu	509.249.7997
DPT program	dpt@pnwu.edu	509.249.7725
Disability Services	ods@pnwu.edu	509.249.7724
Enrollment Services	info@pnwu.edu	509.249.7888
Academic Records	registrar@pnwu.edu	509.249.7818
Admission	admission@pnwu.edu	509.249.7888
Financial Aid	finaid@pnwu.edu	509.249.7889
Facilities	facilities@pnwu.edu	509.249.7780
Human Resources	hr@pnwu.edu	509.249.7810
Immunizations	immunizations@pnwu.edu	
Campus Health Nurse	nurse@pnwu.edu	509.249.7903
Library	library@pnwu.edu	509.249.7745
Office of Scholarly Activity	osa@pnwu.edu	509.249.7859
President's Office	president@pnwu.edu	509.249.7720
Security	security@pnwu.edu	
	Security Office	509.249.7727
	Campus Security Phone 24/7	509.823.3346
Student Affairs	studentaffairs@pnwu.edu	509.249.7724
Technology Services	help@pnwu.edu	509.249.7777

DPT Minimum Technical Standards

The curriculum leading to the DPT degree requires students to demonstrate the minimum technical standards expected of all entry-level physical therapists. These minimum technical standards are required for successful admission to, and continuation in, the DPT program at PNWU. Under all circumstances, a student should be able to perform the following in a reasonable independent manner, with or without reasonable accommodation. PNWU does not discriminate against and will provide reasonable accommodations to disabled applicants or students who are otherwise qualified.

The Pacific Northwest University of Health Sciences Doctoral Program in Physical Therapy is committed to diversity and to attracting and educating students who will make the population of healthcare professionals more representative of the general population. We are committed to excellence in disability accessibility and encourage students with disabilities to disclose and seek accommodations as part of the educational process.

Candidates and current students should review the technical standards to determine if they require accommodation(s) to fully engage in the curriculum of the DPT Program. If a student feels that accommodations are needed, they should contact the Office of Disability Services (ods@pnwu.edu) to confidentially discuss their disability-related needs. Given the clinical nature of the DPT Program, additional time may be needed to determine and implement accommodation(s). Accommodation is never retroactive; therefore, timely requests are essential and encouraged.

Candidates for the Doctor of Physical Therapy (DPT) degree must be able to meet the [minimum technical standards](#) with or without reasonable accommodations, for successful completion of degree requirements. For specific procedures on filling out an application for accommodations please see [Disability Services](#) webpage.

Student Governance

The School of Physical Therapy supports the opportunity for students in the DPT program to participate in the governance and planning of the program and student related activities both within the SOPT and across the university. The university student governance is managed by the student governance association (SGA) and is comprised of:

SGA Senate Structure

- 2 COM students – 2nd years
- 2 PT students – 2nd years
- 2 OT students – 1st years
- 2 Dental students 1st years
- 2 MAMS student 1st years
- 1 SGA Senate for each of the following positions: secretary, treasurer, parliamentarian
 - These positions will be voted on in the spring for the following academic year and will only be eligible to 2nd year students.

Within the SOPT each class will have individual class officers (see below for listing of the elected positions and duties). The student governing body of the DPT program will consist of students admitted into the DPT program. A mechanism for organized participation will include monthly class meetings and executive committee meetings. The student executive committee will consist of the president, vice president, secretary, and treasurer from each of the SOPT classes. Each class of SPT students will have a designated physical therapy faculty member who serves as their Student Services Liaison.

Student Executive Committee

- Shall meet each month with the PD.
- Composition: All officers* of each class
- Duties of the Committee:
 - Chair of the Executive Committee will be the third-year president during the fall semester and the second-year president during the spring semester.
 - Be responsible for discussing issues with classes prior to and/or following executive committee meetings.
 - The Chair of the Executive Committee in consultation with student services liaison and/or PD will set agenda and distribute to committee at least 3 days prior to the meeting.
 - Minutes of the meeting (recorded by the secretary) will be posted on the DPT Student Organization in Moodle within one week of the meeting.

Student Class Officers

- Each class will elect the following officers:
 - President*
 - Vice President*
 - Secretary*
 - Treasurer *
 - Social Chairperson
 - APTA Student Liaison
 - Historian
 - Interprofessional Education Representative
 - DEI Representative

*Members of Executive Committee; remaining officers will attend as needed.

Election Procedures

- Each class will elect its own officers and they will be elected during the first regular meeting of the fall semester. Positions are held the entirety of the three-year program.
- Second- and third-year officers will present duties and responsibilities of each officer elected to the first-year class.
- 2nd year officers will work with the senate parliamentarian to conduct the SOPT elections for 1st year students.
- Prior to elections, the SGA parliamentarian will send out an email announcement regarding an interest meeting, the forms for an intent to run for any of the positions, and finally candidates will be provided with equal opportunities for campaign speeches.
- Elections shall be carried out by secret ballot and overseen by the senate parliamentarian.
- Election results will be published via email by the SGA parliamentarian within 3 business days of the close of the ballots.
- Officers shall serve the duties as delineated in the officer job description.

Removal of Officers

- Any officer may be removed for failing to carry out their duties as listed in the SOPT Student Handbook.
- Any officer may resign from an office if they are unable to fulfill its responsibilities. New elections will be held at the next regular student meeting.
- Any officer may be asked to resign by their class or the executive committee.
- A majority vote of the class is required to remove an officer and one meeting notice must be given before a vote to remove an officer may occur.

Class Officer Job Descriptions

President:

- Functions as official representative of their class to the Executive Committee and Administration.
- Disseminates information relevant to students enrolled in their cohort via Executive Committee and PD.
- Prepares an agenda for monthly class meeting with class secretary.
- Conducts monthly class meeting with Student Services chair or faculty liaison and representative from PNWU student affairs.
- In spring of 2nd year and fall of 3rd year acts as chair for executive committee and sets agenda with Student Services chair for monthly meeting.
- Assists with new student orientation.
- Organize and compile lab room cleaning/laundry sign-ups weekly and end of semester.
- During the 2nd year, president will serve as Vice Chair in the SGA senate.
 - Assumes Chair responsibilities in their absence.
 - Acts as a liaison for the SOPT student body.
 - Promotes health care professions.
 - Supports club and classroom activities.

- Works to improve the quality of life for all PNWU students.

Vice President:

- Class representative to Executive Committee.
- Assists class officers in performing duties.
- Assumes president's responsibilities in their absence.
- Assists secretary with correspondence.
- Performs duties as assigned by president.
- Acts as resource person regarding questions on parliamentary procedure.
- Assists in new student orientation.
- Attends Student Ethics Committee meetings as they arrive.
- Work with PNWU scholarship office to increase awareness of SOPT scholarships, encourage applications, assist students with their applications, and ensure timely submissions.
- During the 2nd year, will serve as a representative for the SOPT in the SGA senate.
 - Acts as a liaison for the SOPT.
 - Promotes health care professions.
 - Supports club and classroom activities.
 - Works to improve the quality of life for all PNWU students.

Secretary:

- Class representative to Executive Committee.
 - The second-year secretary will record the minutes of monthly executive committee meetings.
- Prepares agenda for monthly class meeting with class president; solicit input from other class officers and committees.
- Records minutes of monthly class meetings.
- Prepares class correspondence to guest lecturers.
- Completes assignments as delegated by the president.
- Collects and assembles annual reports from other officers and assist president in preparing annual report to executive committee.
- Collects class contact information (local mailing address, email address and phone number) at the beginning of every fall semester and emails to administrative coordinator for office records.
- Assists with new student orientation.

Treasurer:

- Member of Executive Committee.
- Receives and maintains funds in checking account for class.
- Communicates with PNWU Student Affairs to ensure compliance with fund use
- Acts as a "go between" with PNWU Student Affairs and the class to accurately update on available funds
- Assists with new student orientation.

Social Chairperson: (no more than 2)

- Coordinates planning and organizing social and other class/departmental activities.
- Delegates responsibilities to class members when appropriate.
- Prepares annual report on activities.
- Assists with new student orientation.
- Plans activities for the annual state conference when appropriate.
- Prepares and sends thank you notes (correspondence) to guest speakers.
 - Second-year social chair prepares and sends thank you notes for combined class guest lecturers.
- Collects materials (pictures, etc.) during the three-year program to record class activities.
- Is responsible for class video and/or class group photo.
- At the end of each semester or end of year, provide a copy of photos of class/department activities to the DPT program for future marketing, etc.
- Is responsible for class graduation slideshow. Graduation slideshow must be approved by the faculty liaison or PD.

- Sits on student event committees for PNWU events.
- Attends Executive Committee meetings as needed.
- Maintain documentation on class volunteer hours

APTA Student Liaison:

- Acts as liaison between PNWU School of Physical Therapy students and the South Central/Yakima District of the American Physical Therapy Association Washington.
- Provides information to Executive Committee and attends as needed.
- Monitors and provides input to district regarding students professionally related interests.
- Coordinates academic schedules and University activities to prevent scheduling conflicts with APTA functions thereby not limiting student participation.
- Organizes student plan for conference attendance.
- Provides information concerning future APTA activities, e.g., district meeting, educational offerings, state, and national conferences.
- Attends any national, state or local student events depending on location (paid by Student Affairs)
- Provides topics of special interest to students, e.g., activities open to students in district functions and projects, will be presented to the classes.
- Informs classes of political action on the state and national levels concerning the physical therapy profession.
- Advocates for the profession through written communications with approval from the Program Director/Marketing at PNWU.
- Serves as American Physical Therapy Association Washington (APTA WA) Assembly Representative
Student WA APTA Assembly Rep. is to:
 - Be selected by students in the program.
 - Attend assemblies each year.
 - Provide student impact/concerns on issues before Assembly.
 - Report activities of Assembly to students.

Historian:

- Collects materials (pictures, etc.) during the three-year program to record class activities.
- Is responsible for class video and/or class group photo.
- At the end of each semester or end of year, provide a copy of photos of class/department activities to the DPT program for future marketing, etc.
- Is responsible for class graduation slideshow. Graduation slideshow must be approved by the faculty liaison or PD.
- Attends Executive Committee meetings as needed.
- Assists with new student orientation.

Interprofessional Education Representative:

- Serves as interprofessional practice and education ambassadors and liaisons to DPT program.
- Attends monthly meetings as set by NIHC.
- Supports NIHC in establishing and maintaining a culture of interprofessional team-based learning.
- Provides advisement regarding hosting and sponsoring interprofessional events.
- Function as SOPT representative on grand rounds through PNWU.

Diversity, Equity, Inclusivity, and Belonging (DEIB) Representative

- Advocate for equal treatment of groups identified under the non-discrimination clause.
- Report issues or concerns to SGA leadership and the Student Affairs Office regarding matters of diversity.
- Promote consideration of campus diversity and promote equality and healthcare.
 - Participate in diversity and inclusion week
- Act as a student representative on the President's council for Diversity and Inclusion.
- Serve as a voting member for the SOPT class officers for the SGA house meetings.

Class Activities and Responsibilities

All activities of classes are subject to approval of the PD.

ALL CLASSES

- Information Sheet (Student name, local mailing address, phone number and email address) for each class and all faculty.
- APTA membership is required throughout the 3-year DPT program and is part of the student's paid tuition; instructions for membership will be given with matriculation information.

FIRST-YEAR CLASS

Fall semester

- Co-host annual winter holiday party with second- and third-year classes.
- Plan and assist with PT-month activities in October.
- Assist with program events.

Spring Semester

- Assist the DPT program with interview day(s).
- Assist with program ceremony and formal reception for graduation of third-year class.
- Attend DPT Capstone Symposium.
- Organize a class group photo for the program.

SECOND-YEAR CLASS

Fall Semester

- Co-host welcoming party/orientation with the third-year class for the entering class.
- Co-host annual winter holiday party with first- and third-year classes.
- Plan and assist with PT month activities in October.
- Attend DPT Capstone Symposium.
- Assign student mentors for incoming class.
- Assist in organizing/implementing Career Fair in fall of third year

Spring Semester

- Assist the DPT program with /interview day(s).
- Required to participate in legislative day.
- Assist with program ceremony and formal reception for graduation of third-year class.
- Organize a class group photo for the program.
- Help with DPT Research Symposium and Community Service Event
- Help with graduation for third year students

THIRD-YEAR CLASS

Fall Semester

- Co-host welcoming party/orientation with second-year class.
- Co-host annual winter holiday party with second- and third-year classes.
- Advise first-year class about conference and APTA activities.
- Plan PT-month activities in October and coordinate with first- and second-year classes.
- Assist the DPT program with interview day(s).

Spring Semester

- Assist the DPT program with interview day(s).
- Plan program graduation and reception.
- Support activities for department/alumni events
- Organize a class group photo for the program.
- Organize/implement graduation events

Physical Therapy Faculty Expectations of Students

The DPT program at PNWU is demanding and strenuous for both students and faculty. Working in harmony is essential to ensure the greatest benefit to all. To promote smooth and efficient operation of the program, there must be a commitment from faculty and students to work together and clearly define expectations of behavior. The following expectations are identified for *both students and faculty*:

1. Be prepared to begin class on time. Tardiness is disruptive and disrespectful.
2. Be clean and neatly dressed. (See [dress code section](#)).
3. Attend entire class, lab, or clinic period assigned, and make good use of time.
4. Use class time for material specific to that course and no other courses.
5. Use non-spill cups while in the classroom and keep the area clean. No food/beverages are allowed in the Center for Applied Movement Sciences (CAMS) lab (WAT 115). Bottled water is acceptable for students and clients.
6. Wipe down tables in the labs including CAMS after each use.
7. Do laundry. Dirty laundry needs to be placed in an appropriate location. Laundry sign-ups will be handled by class president.
8. Be attentive in class/clinic. Lack of attentiveness or superficial chatting leaves the impression that one is not interested, or at the very least, demonstrates a lack of attention regarding professional behavior.
9. Do not use cell phones or other electronic listening devices during class unless directly related to the class/clinic.
10. Do not use personal computers or iPads for activities not directly related to the class/clinic.
11. Be careful when asking questions in the classroom/clinic setting. Care should be taken to avoid creating an antagonistic impression.
12. Do not miss class. Students are expected to attend all classes/clinics and program activities. If they must be absent due to illness or an excused absence, it is their responsibility to contact the instructor and the DPT program office by email before class and to fill out [a time away form](#). This policy does not apply to FTCEs, see SOPT Clinical Education Handbook.
13. Do your best. Strive to keep current with class topics and assigned materials. Learn as you go rather than memorize at the last minute as mastery of all content is required for subsequent course success.
14. Be sensitive to others. Through your actions, demonstrate sensitivity and cooperation for both students and faculty.
15. Always resolve conflict in a timely manner. When needing to consult with a faculty member, please do so, when possible, during designated faculty office hours listed in course syllabi, you can book an appointment via the booking app, or email faculty for an appointment.
16. Accept responsibility for maintaining classrooms and laboratories in a neat and clean condition.
17. Do not abuse equipment. It is expensive and difficult to replace.
18. Accept responsibility for learning and respect the rights of others with whom the student will be associated.
19. Keep current on policies and procedures of both the University and the program. All handbooks are updated on an annual basis and students will be required to acknowledge their understanding by signing an [DPT Student Attestation form](#) each year.
20. Know the copyright policy. Faculty and students are supportive of, and comply with, the PNWU [Copyright Policy](#).
21. Know the [Policy on Sexual Harassment](#). Faculty and students are supportive of and comply with it.
22. Be professional at all times including any use of social media. Keep in mind these are *public* media sources and students should not post inappropriate and/or unprofessional postings, regardless of privacy settings. Students should be conscientious of their professional reputations when interacting via social media. Be thoughtful about messages and photos posted, remembering that those words or images might reappear elsewhere in a context different than the one in which it was originally posted. Remember that things said on personal social media pages could be interpreted as representing the opinions or practices of this program and/or University, even if that was not the intent. The safest bet is to act (and post) professionally at all times, using conservative language and professional etiquette.
 - Posting pictures or information about a patient on social media is strictly prohibited and is considered a violation of professional conduct. This includes references to the patient's family,

employment, relatives, conditions, locations of treatment, or any circumstances surrounding the patient's situation. This could potentially violate patient privacy and HIPAA guidelines. Posting pictures or information about a patient may result in immediate dismissal from the FTCE. Students should only use cell phones and electronic devices during approved breaks (e.g., lunch). Professionalism should extend to social networking sites and other user-generated media. Avoid postings that might be contrary to state and federal laws or University policies such as those dealing with privacy issues (FERPA and HIPAA).

- The student will be held responsible if they are discovered doing something illegal on social networking sites. Be aware that PNWU staff may monitor social networking sites on occasion and egregious unprofessional postings (including negative comments about other students or clinical site/school personnel) could lead to disciplinary actions. Look out for fellow students - if their posts are alarming, tell someone (faculty, program director, class president, police). Never use a PNWU logo or seal without permission.
23. It is expected that all students at the doctoral level will consistently participate across all class activities. The goals of class participation are to 1) facilitate development of critical thinking skills; 2) facilitate development of oral communication skills; 3) enhance students' understanding of course content and how to apply it to every day clinical practice; 4) provide a professional environment that encourages questions and discussion; and 5) to enhance other's understanding of content areas.
24. All students are required to have a PNWU email account, and it is their responsibility to check it daily, for announcements and communications from faculty and the DPT office are via their PNWU email. Be professional in all communications by email with faculty, staff, and other students.

Professionalism

Professional Expectations as Members of the American Physical Therapy Association (APTA)

DPT students belong to the next generation of physical therapists. APTA's resources will help student physical therapists grow beyond the classroom. As such, students are required to maintain membership in the APTA for the duration of the entire program (three years) by providing membership information to the Academic Coordinator upon request.

[APTA membership](#) will provide access to journals, podcasts, scholarships, and helpful information as a student and access to the online Guide to Physical Therapist Practice (required for several of their classes).

In addition to maintaining APTA membership, while enrolled in the DPT program, students should know and adopt APTA's nine core values:

- | | |
|----------------------|--------------------------|
| 1. Accountability | 6. Excellence |
| 2. Altruism | 7. Inclusion |
| 3. Collaboration | 8. Integrity |
| 4. Compassion/Caring | 9. Social Responsibility |
| 5. Duty | |

These core values are described in more detail on the APTA website: [core values](#).

Students will observe appropriate codes of conduct per the American Physical Therapy Association Guide to Professional Conduct and Physical Therapy Practice Act in all interactions with academic and clinical faculty, staff, students, employers, patients, families, and research subjects. This expectation includes conduct in off-campus personal or employment situations in which the student may potentially be in violation of these codes of conduct. The [Guide for Professional Conduct](#) and [APTA Code of Ethics](#) can be found at the APTA website.

Professional Behavior Standards

The University expects that students enrolled in the DPT program will conduct themselves in a manner that is consistent with their future professional aspirations in physical therapy. To that end, the following expectations reflect qualities shown in DPT students, such as professional presentation, collegiality, respect, compassion, collaboration, and accountability in all interactions with academic and clinical education faculty, academic or clinical staff, colleagues, patients and their families, and research subjects. See [PNWU Honor Code](#).

Professional Communication Standards

As a professional doctoral program, we will strongly encourage and facilitate the use of more formal and professional language in our classrooms and clinical environments. We believe this enhances professional success. Differences in opinion are expected and should be discussed in a collegial manner. Please note: Academic faculty and clinical education faculty are to be addressed as *Professor* and/or *Doctor*, when it applies. Avoid the practice of referring to faculty by their last/first names only.

Professional Dress Standards

Students will observe published codes of dress and appearance as requested by academic or clinical faculty and staff and facilities conducting clinical experiences, including proper clothing to permit practice of evaluation and treatment techniques in laboratory sessions. Students should assume professional dress requirements for any engagement, laboratory, or clinical experience off campus and for any class that involves patients or outside speakers.

An integral part of the professional education in physical therapy is to become aware of and practice behaviors that promote the image of the physical therapist as a doctoring profession and provider of health care services. This awareness begins on the first day of professional education and extends into professional practice.

The faculty suggests the following standards for professional dress:

1. Routine Classroom Attendance. It is recognized that classroom attendance often lends itself to casual attire, especially in lab settings. However, one should bear in mind that due to the clinical focus of our professional curriculum, visiting lecturers, both physical therapists and other medical professionals, are frequently invited to share their expertise with students. At other times students will be invited off campus to observe in a variety of practice settings. Quite often, the impression these individuals leave with regarding our program is dependent on their physical appearance, classroom demeanor, and the courtesies extended to them. However, it is also recognized that, when appropriate for many in-class laboratory activities and techniques, students will need to wear casual clothes such as modest shorts, tank tops, etc. (no hats, logo attire, or clothing in disrepair), to practice techniques and hands-on procedures. Students will be instructed by their professor in either case or it is suggested that they bring a casual change of clothes if they are unsure. When swimwear is required, one-piece swimsuits or long board shorts are required. Additional covering of a t-shirt may also be required. Bikinis and Speedos are not appropriate.
2. When special occasions occur (such as visitation day, press releases, etc.), the program expectations are that students attend class or clinical laboratory in appropriate attire (not casual dress). Appearance in class or at a clinical facility in shorts, denim jeans, T-shirts, etc., gives the impression that the faculty and students pay little or no attention to the nuances of professionalism. These impressions suggest that the faculty and students lack commitment to the standards and courtesies of a profession.
3. Integrated Clinical Experiences (PHTH 543, 644, 645, and 746) and Interprofessional Education activities embedded in PHTH 520, 521, and 620 require professional business casual attire (PNWU DPT polo shirt and name tag). In addition, any time a guest speaker attends class or special program events, students will be required to dress professionally. See SOPT Clinical Education Handbook ([LINK](#)) for off-campus clinical experiences (PHTH 600, 700, 790).

Unacceptable Clothing and Appearance:

- A. Tights, skinny pants, denim jeans, designer or otherwise, leather, sweats/jogging material, shorts, hats, t-shirts with logos, or clothing in disrepair.
- B. Inappropriate or unsafe footwear (i.e., heels, sandals, open-toed or cloth shoes).
- C. Sheer, lace, or low-cut shirts or pants. Midriffs and backs should not be exposed when still or during activity.
- D. Excessive styles of jewelry.
- E. No perfume, cologne, or shaving lotion.

Personal Hygiene:

- A. Be considerate of other classmates and patients. Students should strive to be clean, well-groomed, and attentive to their personal hygiene whatever the occasion.
- B. When treating patients and/or participating in lab activities, long hair should be pulled out of the way, so it does not interfere with their work. A day-old beard does not present a positive image to the public or endear them in the eyes of other professionals with whom they work.
- C. Long fingernails, artificial fingernails, or faceted rings are unacceptable in clinics as they may scratch patients during the course of treatment and are documented sources of infection.

Non-adherence to the above expectations of dress and hygiene may result in being asked to leave the facility. It is best to plan ahead to avoid such an inconvenience.

4. Participation in *program sanctioned activities* (e.g., visitation day, research symposium, legislative “leg” day, and evening of service). These events are sponsored each year by the program and are opportunities for students to present the program in a positive light to other students, the University, and the external professional community. Appropriate dress for these occasions is business like in nature, i.e., dress slacks with a tie, suits, or dresses (legislative day, research symposium), or nice slacks and program polo shirt (visitation day, evening of service) and with on-campus events students should always wear name tags.

Student Participation in Classroom Activities

By the very nature of the profession, the physical therapy program maintains a hands-on curriculum. Each student is expected to serve as a practice patient/student therapist for other students and faculty while in the physical therapy program. Students objecting to this expectation, who have a legitimate reason or health concern, or otherwise feel they should not participate as a patient simulator or subject for purposes of demonstration or practice of a physical therapy skill or modality, are responsible to submit a request for an [accommodation](#) to PNWU's Office of Disability Services.

For safety purposes, it is expected that a student with any health history that may be a precaution or contraindication will disclose this information to the appropriate instructor.

If a student plans to practice a skill on a classmate, there is an obligation to respect the rights of the partner and to discontinue a procedure upon request. Further, students should not request the right to practice a skill or modality procedure on a classmate until the appropriate instruction has been received. Therapeutic modalities and equipment are not to be used by students without prior approval of the appropriate instructor.

At no time should students practice on non-program participants, nor should they bring them to the facility for such purposes unless otherwise instructed to do so as part of a class assignment. Minors who are brought to the facility for the purpose of demonstration must be accompanied by a parent or legal guardian. The parent or legal guardian must sign an [informed consent](#) making them aware of the potential risks associated with the minor's participation.

Client/Patient Agreement Form

Incorporating lab subjects/clients into courses is encouraged as this brings “real-life” experiences to students prior to entering a clinical education experience. When lab subjects/clients agree to participate they must complete, sign and submit a [Client/Patient Agreement](#) to the instructor prior to participating. Forms should be filed in the client/patient chart in the CAMS lab.

Attendance/Communication

Absences and Tardiness

Students will arrive on time or early to scheduled classes, laboratories, or clinical assignments and will not interrupt classes or treatments in session. For example, it is rude to enter the classroom late, as it is disruptive to the speaker. It is the student's responsibility to make up for material missed due to absence and to notify academic and/or clinical faculty members regardless of the reason for the absence. Students will notify the designated academic or clinical faculty or staff member regarding their anticipated late arrival or absence prior to the scheduled session whenever possible. Consistent unexcused absences may lead to referral to SPC.

Excused Absences

Religious Holidays: Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to submit their request well in advance (two weeks ahead of the expected absence) so that mutually agreeable alternatives may be worked out. All requests for religious holidays must be submitted to Student Affairs.

Students must submit a [request](#) to Student Affairs for any absence they wish to have excused. Requests will be handled on a case-by-case basis. It is the responsibility of the student to provide any documentation to substantiate their absence if requested by Student Affairs. Failure to do so will result in the retraction of the excused absence and could result in a loss of points for any missed coursework. An unexcused absence will result in a zero on any assessments or activities missed with no opportunity for make-up.

If approved and occurs during an exam, Student Affairs will notify the Assessment Department. Access [Examinations and Other Assessments](#) section of this handbook for details on make-up assessments.

Requesting a Planned Absence

Time away from the program is discouraged; however, if necessary (see examples below), students must submit the [Time Away Request form](#) at least three weeks in advance.

Examples of planned excused absences include, but are not limited to:

- Wedding (of first-degree family only): Absence requests for weddings of first-degree family members must be submitted at least one month in advance.
- Health care appointment: Requests for health care appointments must be submitted three weeks or as far in advance as possible.
- Legal appointment: Requests for legal appointments must be submitted three weeks or as far in advance as possible.
- Conference attendance: request three weeks in advance.
- Presenting at a conference: Presenters must request three weeks in advance.

Requesting an Emergent Absence

Situations arise that may cause hardship or prevent students from planning ahead. If this is the case, please contact the administrative coordinator as soon as possible via email at studentaffairs@pnwu.edu or phone 509.249.7724. Students will still need to complete the [Time Away Request form](#), and submit documentation within 48 hours after their return to school.

Examples of emergent excused absences include, but are not limited to:

- Personal illness
- Serious and/or sudden illness or death of a family member

A doctor's note is required to substantiate a student's illness on exam days, standardized patient encounters, clinical skills lab, simulation lab, or if an illness extends beyond two consecutive days. Notes should be presented to the administrative coordinator prior to returning to class.

If for any reason students are concerned about the implications their absence(s) might have on their coursework, they should speak with faculty as soon as possible to discuss options and to learn of resources that may be available.

Communication

Students will use appropriate, courteous, professional, and respectful communication whether by electronic mail, texting, social media such as Facebook or Twitter, letter, voice mail, telephone, or face-to-face communication with academic and clinical faculty, academic or clinical staff, colleagues, patients and their families, and research subjects. Students should extend courtesies that reflect sensitivity to a diversity of opinions and make

guests feel valued and welcome. When asking questions, care should be taken to avoid creating an antagonistic impression. Lack of attentiveness or superficial chatting leaves the impression that one is not interested, or at the very least, demonstrates a lack of attention regarding professional behavior.

General Student Complaint Procedures

The DPT program treats all student complaints seriously and is committed to ensuring that all complaints are resolved quickly, using a clear and fair process that is impartial and in the best interest of the parties.

Depending on the seriousness or timeliness, general program complaints/concerns or suggestions from the cohort should be addressed with your faculty liaison (during your class meetings) or with the PD (in writing). If the PD feels it is helpful for finding a resolution or to receive more clarity, the class president (or appropriate representative) will be invited to the next faculty meeting for further discussion with the entire faculty. See [PNWU Student Handbook](#) for university complaint procedures.

Jury Duty

A student selected for jury duty should contact Student Affairs and the DCE if they wish to be excused. A letter will be provided for the student to submit to the judge. There is no guarantee that the student will be excused.

White Coat Ceremony

Student attendance is mandatory. The White Coat Ceremony marks the transformation of becoming a professional. As a program, we place a high priority on living our core values and demonstrating professionalism, especially with the increased autonomy and visibility of the profession. Students recite the Physical Therapy oath adopted by the Education Section of APTA in front of family members, school leadership, and their peers as a powerful reminder to live up to the values and duties of our profession.

Student Progress Committee (SPC)

The SPC serves to organize, plan, and implement all activities relative to retention of students in the DPT program. The SPC is not punitive, it is a means by which the faculty are able to work with a student who is having difficulty within the program to help the student achieve success both academically and professionally.

The committee charges will include but not be limited to:

- Monitoring academic and clinical performance of all students enrolled in the program.
- Monitoring professional behavior standards of all students enrolled in the program.
- Providing advising regarding academic status to students who are in jeopardy.
- Providing commendations to students who have excelled academically in the DPT program.

Comprised of three faculty members in addition to the PD/DCE (ex officio), the SPC members share the responsibility to review academic and professional behavior performance to assure students are equipped to progress to the next semesters course of study academically and professionally. This committee may also:

- Assist the student in succeeding through development of a negotiated learning contract.
- Help to develop remediation plans.
- Counsel, support, and look out for the well-being of the student.
- Answer questions the student might have about program processes and requirements.
- Consult with PD and faculty regularly when there is a student concern.

The SPC, in consultation with the student, faculty, PD, and DCE will develop a plan for any student on warning or probation related to any academic or behavioral concerns.

SPC may request a meeting with the student for any of the following reasons:

- Unprofessional behavior including missing department events, arriving late, leaving early without prior consent from the instructor, or turning in late assignments.
- Unprofessional communication or demeanor with peers, University, community, or instructors/faculty members.
- Unprofessional communication or behavior with patient/clients or clinical education faculty.

-
- Mid-semester grade below C in any course (or below a B in ICEs).
- Academic warning.
- Failure to progress in timely manner for capstone project.
- Remediation concerns.
- Failure to progress in a timely manner for FTCEs or significant concerns identified by clinical education faculty/DCE.
- Noted behavior change of the student's part or evidence of distress.
- Failure to meet with faculty academic advisor once a semester.
- Accusations: cheating, plagiarism, questionable or adverse findings on drug screen.

The SPC reports to the PD. In the case of a disciplinary action recommendation where the SPC recommends dismissal from the program, the student will meet separately with the PD prior to a final decision. The PD will issue the final decision, after receiving input from the DPT core faculty, and the student will be notified in writing of the disqualification. The student shall have the opportunity to appeal the decision by submitting a [Petition for Readmission of Disqualified Student](#).

Violations of Professional Behavior & Policy Standards

Any academic or clinical faculty member, academic or clinical staff member, student, employer, patient, family member or research subject may bring a complaint about a current DPT student to the SPC. The SPC will meet to review violations of the professional behavior policy and may take any or all the following actions in response:

1. Acknowledge and record the complaint and issue a verbal warning to the student with documentation to the student, the student's advisor, the PD and to the SPC. A faculty member may issue a verbal warning to the student with proper documentation as stated above, in lieu of the committee.
2. Advise any faculty member who considers the student's conduct to be seriously disruptive of the instructional setting (i.e., using cell phone or computer for non-class related work) to immediately inform PD. The faculty member should also provide documentation to the student's advisor, the PD and the SPC.
3. Write a letter of warning to the student indicating the nature of the reported incident, a clarification statement or review of the program policy and the expected change in behavior, with copies to the student's advisor, and the PD.
4. Place the student on probation in the DPT program for one semester. Inform the student in writing, indicating the nature of the reported incident, a clarification statement or review of the program policy and the expected change in behavior, with copies to the student's advisor, and the PD. The student must demonstrate the expected change in behavior to be released from probation by the SPC within the allotted timeframe given by the Committee. It will be up to the Committee to determine if the student is allowed to advance to FTCE. All coursework must be completed in sequence, therefore, if the student is not allowed to proceed to their clinical experience, they could be delayed in completing the DPT program. Further incidents which violate the professional behavior policy may result in disqualification from the DPT program.
5. Take action to dismiss the student from the DPT program.

Applying for Readmission to the DPT program

In the event that the student has been dismissed from the program that student may apply for readmission using the form: [Petition for Readmission of Disqualified Student](#)

The student should first request a review by the PD and program faculty. The student is encouraged to bring the completed form including a one-page typed appeal to the petition, explaining the circumstances of their disqualification and their potential to meet the required minimum GPA of 3.0 if allowed to re-enter the DPT program. They should provide a rationale explaining the cause(s) of the academic difficulties and how they have been able to resolve these difficulties. They should indicate anything else they believe would be helpful in the consideration of the request, including supportive documentation.

The PD will make the final decision based on the recommendations of the core DPT program faculty.

Cheating and Plagiarism

On lecture exams and quizzes, students are expected to work independently (unless stated otherwise), and failure to do so – whether willful or accidental – is considered cheating. Students are strictly prohibited from sharing/discussing test content during the scheduled test dates, nor should students share any information about the test with students who may be taking the exam at a later date.

The [PNWU Student Rights and Responsibilities Policy](#) requires students to sign and be responsible to uphold the [PNWU Honor Code](#), signed at matriculation, which prohibits students from giving or receiving aid in examinations or independent work or from representing others' work as their own.

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

When a faculty member responsible for a course has reason to believe a student's action(s) fall within either of the above definitions, one of the following options shall be exercised, either the informal or formal procedure option.

Informal Procedure Option

Faculty-Student Conference

The instructor may choose to handle the alleged instance of cheating or plagiarism directly with the student. First, the instructor shall present the student with the charge and the evidence. If the student admits to the wrongdoing, the next step is for the instructor to propose a penalty (e.g., lowering the student's grade; or requiring the student to retake a test or rewriting a paper).

Grading

The instructor has the prerogative of assigning a grade of "0" or "F" for the test/paper and an "F" for the entire course. If the student accepts the penalty, the conference is considered completed to the satisfaction of both parties. In the event that no mutually agreeable settlement is reached between the parties regarding admission of guilt and acceptance of the proposed penalty, the formal procedure option described below shall be followed. The instructor must inform the student that they should remain in the course—completing all assignments and taking all tests to accommodate the student's option to appeal the instructor's grade.

Formal Procedure Option

The faculty member concerned will consult with the PD as soon as possible, but normally no later than one week after the alleged incident occurred and/or was discovered, describing the nature of the incident, and presenting supporting evidence. The PD will conduct an investigation, and on the basis of the evidence and as a result of consultation with the faculty member, the incident will then be categorized as cheating or as plagiarism.

Meeting with Student Progress Committee

The PD will forward a written statement of the allegation to the student as soon as possible, together with a brief description of the supporting evidence, and a statement of the student's right to a meeting and to present evidence on their behalf. The student must be informed of where and when supporting evidence of academic dishonesty is available for review and be notified of their right to bring an advisor to the meeting. The student must be given sufficient time to prepare a defense (no later than two weeks after the alleged incident occurred and/or was discovered). Those present at the meeting will include the SPC members, PD, DCE, faculty member, and the student charged. Also, a faculty/staff member or student of the student's choice may attend to act as an advisor. There is no provision for legal counsel to represent either party; attorneys may not participate in academic and non-academic student disciplinary proceedings. In a case where two or more students are involved, the chair of the SPC will schedule a group meeting unless one or more students request separate meetings, or the PD believes separate meetings would be necessary or appropriate. The chair of the SPC will conduct the meeting.

The PD will make the final decision and has the authority to negotiate a settlement between or among the principals, if agreeable to all parties. (For example, a different test might be constructed and administered, an essay might be rewritten, or a disinterested third party might be asked to grade the test/paper.) It should be remembered that the burden of responsibility is upon the instructor to provide evidence during the meeting that the student cheated or plagiarized.

If the instructor alleging cheating/plagiarism is also the chair of the SPC, the PD will schedule and conduct this meeting. If the instructor alleging cheating/plagiarism is also the PD, the provost or another designee will make the final decision.

Grading Guidelines

If, as a result of the meeting, it is clear to the PD that the faculty member provided a preponderance of evidence and the student's response is insufficient to offset the charge of cheating or plagiarism to the extent that they may be excused, the student will be informed in writing of academic sanctions to be imposed. The instructor has the prerogative to assign a grade of "0" or "F" for the test/paper and "F" for the entire course. In the event the student receives a failing grade, they would be dismissed from the DPT program. The student should have the opportunity to appeal the decision by submitting the [Petition for Readmission of Disqualified Student](#) form.

Academic Standards

Letter Grade Criteria

Students are graded in accordance with the [PNWU Grading Policy](#). The grading system used in the School of Physical Therapy (except those listed below graded credit/no credit) offered in the DPT program are graded according to the following standard:

Grading Criteria:

Grade	Grade Point	Numeric Grade
A	4.0	90 and greater
B	3.0	80 to 89.99
C	2.0	70 to 79.99
D	1.0	60 to 69.99
F	0.0	Less than 60

Grades are not rounded to the nearest whole number (e.g., 89.99% is not 90%).

*Full-time clinical experiences (PHTH 600, 700, and 790), capstone (646, 647, and 748), and clinical competence in patient management courses (PHTH 550, 650, 750) are graded credit/no credit (CR/NC). See course syllabi for specific standards required to receive credit (CR) in these courses.

Grade Requirements for DPT Student by Semester and Overall

The following represent grade requirements for DPT students by semester and overall. Students will enroll in and complete all required courses in sequence. Failure to complete a course in sequence may cause a student to wait a full year before resuming the program. Any student receiving a course grade less than C (or CR) or do not obtain at least a B in integrated clinical experience (ICE) courses will not be able to continue in the program, regardless of semester or overall GPA.

Students may access their grade report from the PowerCAMPUS Self-Service system at the close of each academic term. Their Academic Standing status will be reported on the grade report. The student will receive a letter of Academic Standing if placed on Warning or Probation status. Probation and dismissal letters will become part of the permanent academic record.

A student on Warning or Probation status may not participate in PNWU-sponsored extracurricular events or organizations, is not eligible for PNWU sanctioned travel, is not permitted to be listed on any active research

study other than capstone project and may not run for or hold the position of executive, class, or club officer. At the discretion of the Student Progress Committee, warning or probation status may include additional restrictions from activities the Committee deems detrimental to academic performance.

The imposed academic standing will be in effect until the student is in good academic standing. Good academic standing is regained by successful remediation of the failed standard of progress.

Academic warning shall have no effect on a student's financial aid and will not appear on the transcript. Probation status may affect a student's eligibility for financial aid and will not appear on the transcript. Please refer to the Financial Aid policies for more information.

Student Progress Committee meetings with students are private and confidential including, but not limited to, the names of participants, proceedings, discussion, minutes, and findings. The following are prohibited in all Student Progress Committee meetings unless otherwise authorized in writing by the program director and Student Progress Committee chairperson: 1) electronic recording of the meeting, except for official minutes; 2) legal counsel; and 3) uninvited individuals.

Overall

Students in the program must demonstrate competence in BOTH academic and clinical components of the curricular course work.

At the end of the academic year students must have completed 67 percent of their cumulative attempted credits to be on track to complete the program within 150% of the published program length. Students must have a cumulative 3.00 GPA while in the program.

Students must have a cumulative 3.00 GPA while in the program.

- A student who falls below a 3.00 cumulative grade point average shall be referred to the SPC and placed on [academic warning](#).
- The student shall raise the cumulative GPA to a minimum of 3.00 to be removed from academic warning. If the student is unable to raise the cumulative GPA to a minimum of 3.0 in the following semester (excluding summer semester), the student may not be allowed to continue the program in sequence and will have to meet with SPC to review steps for re-applying to the program. The following outcomes may occur, depending on the student's total course performance with consideration of any mitigating factors (i.e., family crisis, illness):
 - a. [Disqualification](#) from the program with an option to reapply for admission the following year by completing the petition for readmission.
 - b. A remediation process placing the student on probation. The SPC, in consultation with the program director and student will determine the specific remediation plan.

Course

Any student receiving a course grade less than a C must meet with the SPC to determine if they are eligible to continue with the program, regardless of semester or overall GPA.

Students enrolled in integrated clinical experience (ICE) courses (PHTH 543, PHTH 644, PHTH 645, and PHTH 746) must obtain a course grade of B (80% or higher).

Students must receive credit (CR) in all: Full-Time Clinical Experience (FTCE) courses (PHTH 600, PHTH 700, and PHTH 790); Capstone courses (PHTH 646, PHTH 647, PHTH 748; and Clinical Competence in Patient Management courses (PHTH 550, PHTH 650, PHTH 750).

A student may not advance to the next academic year with a failing or incomplete grade in a required course. Course withdrawals and repeats are allowed as part of a probation status and count as attempted credits. The student's probation status will be evaluated at the end of the next term. Regaining good academic standing may be achieved by successful remediation of the failed standard of progress.

Assessment/Assignment

1. Students must perform at a level of B or 80% or better in **all practical examinations** for Professional Practice courses and pass all safety requirement thresholds. *Please note the following rules will apply if the student performs below the level of a B or 80% on any clinical practical examination:*
 - Students who are below an 80% on a practical examination must meet with the course instructor to discuss content issues.
 - The course instructor will have the student demonstrate mastery of the content via a new assessment; this will be done within two-weeks of the initial exam.
 - The new grade will not replace the original grade.
 - The academic advisor may request a meeting to discuss learning strategies and academic success for the student,
 - An inability to obtain $\geq 80\%$ on the new assessment will result in a referral to the SPC.
 - a. Prior to meeting with the committee, the student is encouraged to submit, in a written statement, any details or considerations to explain their performance and any detailed suggestions the student presents on their own behalf to address their deficiencies and a suggested academic plan to correct them.
 - b. The SPC in consultation with PD, faculty academic advisor, and faculty member, after reviewing the student's total course performance, total program performance (i.e., current standing in all course work) and consideration of any mitigating factors (e.g., family crisis, illness) may suggest any of the following:
 - An additional final retake that the student must pass at $\geq 80\%$.
 - A remediation process to be monitored by the student's faculty academic advisor.
 - Placed on probation and allowed a repeat of the course/previous curriculum year in consideration.
 - Extending the DPT program by an additional year (to address individual student needs).
 - Dismissal from the DPT program effective immediately with an opportunity to return the following year (if approved) to restart the DPT program. (See [Petition for Readmission of Disqualified Student](#))
2. Students must achieve a level of C or 70% or better in **all lecture examinations** and assignments. *Please note the following rules will apply if student achieves below the level of a C or 70% on any lecture examination or assignment:*
 - The student will meet with the course instructor to discuss concepts that were not understood.
 - The course instructor will notify the student's academic advisor who may request a meeting to discuss learning strategies and academic success for the student.
 - The course instructor may have the student do an individual assignment or retake an entire/part of an exam to demonstrate competency of the material.
 - The new grade will not replace the original grade.
 - If the student does not demonstrate competency on the new assignment/exam, by achieving $>70\%$, they will be referred to the SPC.
 - a. Prior to meeting with the committee, the student is encouraged to submit, in a written statement, any details or considerations to explain their performance and any detailed suggestions the student presents on their own behalf to address their deficiencies and a suggested academic plan to correct them.
 - b. The SPC in consultation with PD, faculty academic advisor, and faculty member, after reviewing the student's total course performance, total program performance (i.e., current standing in all course work) and consideration of any mitigating factors (e.g., family crisis, illness) may suggest any of the following:
 - An additional final retake that the student must pass by achieving $>70\%$.
 - A remediation process or individualized learning plan to be monitored by the student's faculty academic advisor and reported back to the SPC to determine compliance.
3. If the student has had more than one remediation of an exam, multiple (>3) remediations within a semester, or the faculty has concerns regarding the student's progress in the program:

- The instructor or academic advisor may refer the student to the SPC for further assistance, strategies, and resources for success.
- Prior to meeting with the committee, the student is encouraged to submit, in a written statement, any details or considerations to explain their performance and any detailed suggestions the student presents on their own behalf to address their deficiencies and a suggested academic plan to correct them.
- SPC, in consultation with PD, faculty academic advisor, and course instructor, after reviewing the student's total course performance, total program performance (e.g., current standing in all course work) and consideration of any mitigating factors (i.e., family crisis, illness) may suggest a remediation process/learning plan to promote student success moving forward to be monitored by the student's faculty academic advisor.

If after the remediation plan is completed, and the student has not passed the course, further measures will be determined by the SPC.

APPEAL AND REMEDIATION

The student will meet with the Student Progress Committee and present any extenuating circumstances which directly contributed to poor academic performance. The appeal must explain why the student failed to make satisfactory progress and what has changed in the situation that will allow them to make satisfactory progress during the next term. The student must appear in person or via video conferencing to make a personal statement and answer any questions by the committee.

If the Student Progress Committee determines the student should be able to meet the academic progress standards the student will be placed on probation and an adjusted academic plan developed. The student will be reviewed at the end of each term to determine if meeting academic progress standards.

If the Student Progress Committee recommends that the student be dismissed the student will be notified by certified letter and secure email. If the student does not believe due process was properly followed the students may appeal the dismissal decision by submitting a detailed letter to the provost within five business days after receiving the dismissal notice. The decision of the provost is final, and the student is notified by certified letter and secure email.

Appealing Grades

Students who believe they have been evaluated incorrectly and/or unfairly have a right to appeal that grade. The student should first request a review by the instructor before appealing to the PD.

A student who seeks the appeal of a particular grade must first speak with the primary faculty member assigned to the course. The faculty member involved may request written documentation/justification from the student if they deem it appropriate before discussing the situation with the SPC.

If the student disagrees with the SPC decision, they may appeal in writing and discuss the situation with the PD. After hearing from the appropriate people, the PD will make an informed and final decision.

The original appeal must be made within 30 days of receipt of the grade. All changes of grade must be submitted to the registrar.

Repeating a Course

A student may repeat a course only if there is sufficient space in the class.

A student who does NOT receive a grade of C or better for the second (repeat) time in a PHTH course will be disqualified from the program. In the case of the ICE courses, a student cannot receive a grade of B or less for the second (repeat) time.

Relative to FTCE courses (PHTH 600, 700, and 790):

- A student may repeat a clinical course only once, and only if they have maintained a GPA of at least 3.00 and have received a grade of CR or C or better in all PHTH courses.
- A student who receives a grade of NC or less for the second (repeat) time, in a clinical experience course will be dismissed from the program.

Clinical Experience Performance Standards (PHTH 600, 700, 790)

Only students who have maintained a GPA of 3.00, received a grade of CR, or passed all PHTH classes will be allowed to enroll in FTCE courses (PHTH 600, 700, 790).

Students on academic warning or probation may be allowed to enroll in FTCE courses with the approval of the SPC. Students whose GPA have been below 3.00 for 2 consecutive didactic fall/spring semester will not be allowed to enroll in the next FTCE and may be dismissed from the program. FTCE courses are graded credit/no credit (CR/NC). Standards for grading are defined in the Clinical Performance Instrument (CPI). Refer to SOPT Clinical Education Handbook for details.

If a student fails to meet the standards for receiving credit (CR) on any portion of the FTCE course, the student will receive a grade of no credit (NC). The SPC, in consultation with the student, director of clinical education, and PD will develop a remediation/learning plan. The plan will be determined with input also from the CCCE and CI. The options available to remediate with a passing grade may include, but are not limited to:

- 1) additional time at that clinical site or at another clinical site,
- 2) an additional clinical placement of appropriate length,
- 3) a successful remedial program followed by another clinical experience placement of appropriate length.

Any extra clinical instruction will be arranged by the DCE but arranging other site/dates may depend on availability of sites and delay graduation until the student meets established criteria for clinical competence. Additionally, it should be noted that a student with unsatisfactory clinical performance may be dismissed from the DPT program.

Failure to Meet the Grade Requirements

A student who fails to meet the grade requirements will be placed on academic warning in accordance with the [PNWU Student Academic Progress Policy](#).

Warning

A student who falls below a 3.00 cumulative grade point average or receives a grade below course requirements shall be placed on academic warning and notified of this placement via email. The student will be required to meet with the SPC to develop an individualized learning plan.

The student shall raise the cumulative GPA to a minimum of 3.00 in the following academic semester to be removed from academic warning. If the student is unable to raise the cumulative GPA to a minimum of 3.00 following two successive semesters on academic warning, the student will not be allowed to move forward in the program. The student will be referred to the SPC. The following outcomes may occur, depending on the student's total course performance with consideration of any mitigating factors (e.g., family crisis, illness):

- a. A remediation process placing the student on probation. The Committee, in consultation with the PD and student, will determine the specific remediation/learning plan.
- b. Disqualification from the program

The student will meet with the SPC and present any extenuating circumstances which directly contributed to poor academic performance. The appeal must explain why the student failed to make satisfactory progress and what has changed in the situation that will allow them to make satisfactory progress during the next term. The student must appear in person or via video conferencing to make a personal statement and answer any questions asked by the committee.

If the SPC determines the student should be able to meet the academic progress standards the student will be placed on probation and an adjusted academic plan developed. The student will be reviewed at the end of each term to determine if it meets academic progress standards.

Disqualification

A student who fails to make satisfactory progress may be disqualified officially from the program.

In the case of a disciplinary action recommendation from the SPC, the student will meet separately with the PD prior to a final decision. The PD will issue the final decision, after receiving input from the DPT core faculty and will notify the student in writing of the disqualification. The student shall have the opportunity to appeal the decision by submitting a [Petition for Readmission of Disqualified Student](#).

If the SPC recommends to the PD that the student be dismissed the student will be notified by certified letter and secure email. If the student does not believe due process was properly followed the students may appeal the dismissal decision by submitting a detailed letter to the provost within five business days after receiving the dismissal notice. The decision of the provost is final, and the student is notified by certified letter and secure email.

A student who has been disqualified from the DPT program shall not be allowed to enroll in doctoral level course in the program or otherwise continue in the program.

Disqualification Following Warning

At the end of two semesters (excluding summer semester) of academic warning, a student failing to meet any of the conditions below will be disqualified from the program:

- A minimum average GPA of 3.00 in all PHTH classes attempted during each semester.
- A minimum cumulative GPA of 3.00 in PHTH classes.
- A grade of C or better or a grade of CR in any PHTH classes.
- A grade of B or better in any laboratory clinical practical examination.

Incomplete Grades

If a student, due to illness or other unusual or compelling reason, is unable to complete sufficient work in a course to be granted a grade, faculty may consider granting an incomplete grade only with the permission of the SPC and PD.

- All (I) incomplete grades must be resolved before beginning the next semester of study to continue in the program, unless the SPC has approved special arrangements.
- The symbol "I" (Incomplete) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. To be eligible for an "I" grade, the student must have completed at least two-thirds of the required coursework with a passing grade.
- It is the responsibility of the student to bring pertinent information to the attention of the instructor before the end of the semester and to determine from the instructor the remaining course requirements that must be satisfied to remove the incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.
- Normally it is expected that the student will make up an "I" grade during the next semester; however, it must be made up within one calendar year immediately following the last day of the semester during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment. If it is not made up within one calendar year, it will change to a failing grade.

Requesting [Leave](#) or [Withdrawal](#)

Leave of Absence: A student may need to request a leave of absence due to medical or emergency situations. The scheduling of courses in the DPT program does not allow for an approved leave of absence that meets the federal requirements.

Maternity/Paternity Leave: We are always delighted when babies are on the way, via birth or adoption! However, this definitely has an impact on how the student is able to participate in classes and/or fieldwork. In order to meet the needs of both the student and the educational program, we have established some procedures for maternity or paternity leave. These are intended as guidelines that will apply to most such situations but are

flexible in instances that require different or special attention. Our procedures were developed based on past experiences and information from several other physical therapy programs who provide specific guidelines for maternity/paternity leave for their students.

The DCE and the PD will discuss the enrollment options with the students. Briefly, if the student is performing satisfactorily in the program, these options are:

1. The student may elect to take maternity/paternity leave from the program and return to complete the requirements for graduation after their pregnancy/adoption; (See [Accommodation](#) or medical [withdrawal procedure](#) in case of medical situation during a term.) or,
2. The student may elect to remain in the program. If applicable, see [accommodation procedure](#).

Procedures/Guidelines

Continuation of Program of Studies

If the student elects to take a maternity/paternity leave, they should meet with their faculty advisor at least eight weeks prior to the anticipated birth or adoption, to begin planning for the absence. The plan is reviewed, either in person with the student or via other methods (email, phone, etc.), by the PD, DCE, and all instructors for the semester in which the student will take leave.

The **initial plan** (developed with the advisor, but drafted by the student prior to meeting) should include:

- Anticipated (due or adoption) date.
- Medical restrictions or concerns that could influence student participation. A physician's note stating the student is medically fit to continue in the program is required.
- Class attendance and completion of assignments in the period up to the birth or adoption.
- The length of leave anticipated after the birth or adoption.
- How the student will maintain regular communication with advisor/faculty as needed.
- Plans for after care such as time/space for pumping breast milk, etc. when on campus and involved in in-person learning activities.

Follow-up: Meetings with advisor/instructors will result in a more specific identification of needed support and will be made on a case-by-case basis.

- Methods by which the student will attend and participate in class, complete assignments, and communicate regularly with the instructor.
- Identification of extended deadlines or other accommodations/alternative learning methods that may be required while the student is on leave (delayed practicum testing, etc.)

Note: In some circumstances, clinical education experiences may be delayed. If the student is pregnant, their participation in the clinical education courses is also dependent on approval from the appropriate authorities from the assigned clinical site(s).

- Students withdrawing from the University will receive a grade of withdrawal (W) for all ungraded, registered courses.

Readmission

Previously withdrawn students must apply for readmission at least three months in advance of the time requested for re-enrollment. See PNWU [Student Readmission to Educational Program Policy](#) for details.

Exam Protocol

There are two didactic terms in an academic year for the first two years of training. Students are evaluated on the basis of their performance on assignments, as well as on their achievements on regularly scheduled written and practical examinations. The results of the examinations, along with reports concerning attendance, conduct, and potential professional attributes, are considered by the Student Progress Committee as they determine eligibility for progression in the program or graduation.

Exam Guidelines

Assessment Requirements:

- Electronic testing software (Exemplify) is required to be pre-loaded and registered on the student's testing devices, specifically on both their laptop and iPad. Students may choose to use either their laptop or iPad for assessments, unless specifically told otherwise.
- The assessment file must be already downloaded to the testing device prior to entering the assessment room.
- Students are required to ensure that their testing device is charged and working. If the testing device is not working, the student must request a loaner iPad from the proctor or a loaner laptop from the IT Help Desk for the assessment.
- A privacy screen on the student's testing device is required. The privacy screen is subject to examination by the proctor and must cover the entire screen. The privacy screen must block all peripheral views greater than approximately 30 degrees on either side of the student.

Promptness for all Assessments:

- Exam start time will be defined by time.gov, not by watches or other devices.
- All assessment start times will be defined by the course syllabus, although they are subject to change with no notice, as determined by the lecturer. It is the student's responsibility to be present before the start of the assessment.
- Students must arrive in the designated room and be seated at least five minutes before the scheduled start time of the exam. Students must be in their seats with their testing device turned on and ready to start by the scheduled assessment time. Students should wait for instructions from the proctor to begin the assessment.
- Students who arrive late will be granted entrance but are subject to disciplinary action. Additionally, students who arrive late will not receive the full testing time and must finish their assessment by the scheduled end time. The names of late students are submitted to the course director.
- It is the responsibility of each student to promptly upload all Exemplify assessments. Before closing Exemplify at the end of each assessment, students should verify that the assessment has been successfully uploaded. In the event that an assessment was taken on time, but did not upload successfully, students have until one (1) business day after the end of the course (e.g., final exam) to contact the Student Assessment Office for assistance. The Student Assessment Office will verify on-time completion of any late assessment, before including the score in the course gradebook. Students will not receive credit for any assessment not completed before the initial deadline unless it falls within the agreement of an excused absence.

Examination Materials:

- Permitted
 - The only items permitted within the exam room are two writing instruments, a computer or iPad, privacy screen, and earplugs provided by the proctor. Personal items are not allowed, unless granted permission by Disability Services.
 - Noise-reducing headphones are allowed, but they must be Koss SB45.
 - During assessments that include audio questions, headphones will be provided by the proctor.
 - Scratch paper may be permitted for some assessments and is provided by the proctor, if allowed. Students are not permitted to use their own scratch paper. Students may not use the scratch paper until they have logged into the exam and are viewing the first question.
 - One beverage is permitted but is subject to examination by the proctor.
 - Students are permitted to use an unmarked elevated stand for their testing device. The stand is subject to examination by the proctor. If the proctor determines that the elevated stand is a hindrance to exam security or is a potential distraction to other students, the student may be required to move to a different location in the testing room.
- Prohibited

- No personal items are permitted in the exam room, including but not limited to, backpacks, bags of any sort, books, notebooks, cases for glasses, Kleenex packets, smart watches, cell phones, electronic devices other than the testing device, or other personal items.
- It is strongly recommended for students to place all backpacks, bags of any sort, outerwear, headwear, books, notebooks, smart watches, cell phones, and electronic devices of any kind in student lockers. Any students who bring prohibited item(s) into the assessment room will have the item confiscated by the proctor and will be reported to the course director.
- Food is prohibited during exams unless authorized through Disability Services.

During the Assessment:

- Talking is not allowed during assessments, unless otherwise instructed. Neither proctors nor faculty members who are present in the room are allowed to answer questions about the content. Proctors will only provide assistance on the exam structure, such as locating an image or other attachment.
- Students who have electronic malfunctions are required to immediately bring their device to the proctor for assistance.
- Students are permitted to take restroom breaks if the allotted exam time is two or more hours. Students must sign out, exit, and re-enter at the rear of the room.
- Students are responsible to verify that completed exams are uploaded prior to leaving the exam room. If a student leaves the exam room without uploading the exam file, the student will receive a zero for the assessment.
- Students are prohibited from reentering an exam room after finishing an assessment. They can only re-enter the room after the proctor removes the testing signs.

After the Exam:

- Students must submit all scratch paper to the proctor. Students are required to write their first and last name on used scratch paper.
- Students must verify their exam upload with a proctor prior to leaving the exam room.

Students with Disabilities Testing Accommodation

Depending on the type of disability, a student may need extended time or a quiet place for written lecture exams. Testing accommodation may also be needed if the student requires a reader or scribe. As a service to the students as well as to faculty, the Assessment office provides the location and proctors for these exams. The Assessment office will contact the student via email to detail the time and location for those with approved testing accommodation.

Examination Makeups

Students are required to take examinations at the regularly scheduled times. Unexpected situations (such as illness, accident, family emergency) may prevent the student from complying with the schedule. In this situation, it is the student's responsibility to notify the appropriate faculty (prior to the scheduled exam time) of the exact nature of the problem and receive permission to be excused. All assessments (quizzes and exams) must be made up within five business days* after returning from an excused absence unless an extension is authorized by the program. Early testing is not permitted.

*For any excused absence during the final two days of the course, make-up assessments must be completed within three business days for the end of the course.

The dates and times for completing missed coursework/quizzes/exams will be at the discretion of the assessment office in coordination with the course director, as needed. Students should schedule make-up assessments by email with the assessment coordinators for all assessments administered with ExamSoft and with the appropriate course director for all other assessments. Students then will be informed of the date and time of the make-up assessment. Either the three-business day rule for the end of the course or the original five business day rule may be extended by the assessment office or course director to accommodate faculty or staff constraints on preparing or administering the make-up assessment.

Students who do not attend their scheduled make-ups assessment may request and receive an excused absence from the faculty member to re-schedule under the same time constraints as the original make-up. Students who miss their scheduled make-up assessment and are not granted an excused absence will receive a zero for that assessment. Students may appeal to the program director.

Student Evaluation Process

The purpose of the student evaluation process is to obtain student input on the content and delivery of PNWU's dynamic curriculum. The evaluation of both courses and instructors provides vital feedback from the learners, allowing for continual enhancement of PNWU's curriculum.

At the close of each course, all students will complete electronic evaluations of the course and the course instructors. The responses will be aggregated and provided anonymously to course directors and faculty after final course grades are processed.

Academic Advisement

Once students are admitted into the DPT program, they are assigned to a faculty academic advisor within the program in line with PNWU's [Student Academic Advising Policy](#).

Successful advising depends upon a shared understanding of, and commitment to, the advising process, by students, advisors, and the program. Academic advisors engage students in learning, promote students' academic success, and foster students' personal, ethical, and intellectual growth, all of which will carry into their roles as citizens, leaders, and lifelong learners.

Role of the Academic Advisee (Student)

- Meeting with their academic advisor at *least* once during each semester.
- Understanding the importance of their relationships with advisors.
- Seeking out advisors, contacts, University services, and information on a regular basis.
- Preparing for academic advisement meetings, as indicated.
- Keeping their assigned advisor informed regarding academic issues and challenges.
- Scheduling, preparing for, and keeping advising appointments on a regular basis. Submitting any documents requestee prior to the advising session. See [Advising Process Document](#) for list of forms that students will need to complete and overall process during the three years of the program.
- Knowing and understanding the requirements of their individual degree programs.
- Taking final responsibility for making decisions according to the best information and advice available.

Role of the Faculty Academic Advisor

Academic Advisors provide a variety of guidance services designed to help their students develop and achieve meaningful educational, professional, and personal goals.

- Being knowledgeable of, and communicating, the requirements of the academic program in which they advise.
- Monitoring students' progress toward degree completion on a regular basis.
- Being available to meet with students, providing reasonable office hours as well as electronic access.
- Referring students to appropriate institutional resources.
- Proactively involving students in the academic and career planning process, self-reflection, and the exploration of options and resources.
- Engaging in activities to stay informed of issues that affect student success.
- Providing general personal and professional support, as required.
- Details of the office visit/session will be documented using the notes section in PNWU Connect.

Guidelines for Written Assignments/Topic Papers/Authorship

Presentation of a written paper: Students are always directed to an individual instructor's assignment guidelines; however, the following will always apply:

- Neatly typed (double-spaced) with appropriate margins and pages numbered.
- Correct spelling and no typographical errors.
- Write meaningful content with clarity and precision.
- Paper follows a logical sequence with a well-developed thought pattern that flows. Word choices are appropriate and worthy of graduate level writing and appropriate abbreviations are utilized.
- Paragraphs begin with a well-stated topic or transition sentences. Most sentences are stated in active rather than passive voice. Sentences are neither long and rambling, nor short and choppy.
- Punctuation is used appropriately.
- Turned in on time (student is instructed to see individual instructor's syllabus policy on late work).
- Provide relevant documentation as supportive rationale for specific factors (not just relevant to general topic).

The majority of references should be current books and peer-reviewed journals.

References for American Medical Association (AMA) Style

Papers and manuscripts submitted in the program must be formatted according to the AMA style. For resources regarding the AMA style the student is directed to [PNWU Library](#) for online access to *AMA Manual of Style*, 11th edition, and examples of AMA citation examples found in current issues of the journal *Physical Therapy*.

Institutional Review Board (IRB) Submission Guidelines

University policy and federal law (45 CFR 46) require that all research involving living human subjects be reviewed and approved by an Institutional Review Board (IRB). PNWU received the Institutional Review Board/Independent Ethics Committee Registration from the US Department of Health and Human Services on April 27, 2009, which officially established the PNWU Institutional Review Board (IRB). A valuable resource for students is the [Office of Scholarly Activity](#).

Any human subjects research protocols in the DPT program will first be submitted to the DPT Research Committee before submitting an IRB proposal to the OSA. All DPT students must notify OSA and the DPT program if involved or engaged in any level of scholarly activity/research.

Students can submit an IRB application but cannot fill the role of primary investigator on research projects. This means that a faculty member, typically someone with a terminal degree in a related field of study (a.k.a. subject matter expert) must act as the PI and must sign off on the application before it is submitted. Students may do most or all of the work and be listed as a co-investigator or study coordinator.

If the student(s) chooses to do a case report as their capstone, they must use the [PNWU Consent for Case Report form](#) located in the Appendix. This does not require an IRB application. However, if they plan to submit this for publication, most journals want to see a "determination of non-human subjects research" by the local IRB before accepting submission. In this case, the clinical instructor would need to be on the application because it is their provider's license that allows them to access records and work on the case with the student. Universities and other research institutions agree to follow the federal regulations through a written assurance with the U.S. Office of Human Research Protections (OHRP), Department of Health and Human Services. All students must complete and maintain CITI training certification during their time within the program.

The original certification is completed prior to matriculation. A copy of this certificate should be included with any IRB application. The training modules and tests can be found on [OSA website](#).

For help in completing the CITI training or IRB submission, please refer to the [OSA website](#).

Authorship

Scientific and scholarly publications, defined as articles, abstracts, poster/platform (oral) presentations at professional meetings (on or off campus) and grant applications, provide the main vehicle to disseminate findings, thoughts, and analysis to the scientific, academic, and lay communities. These guidelines provide an educational resource describing the essential considerations and requirements in responsible authorship and publication for any publication from the DPT program at PNWU.

The following guidelines define the DPT program authorship of scientific and scholarly publications.

1. Defining Student Authorship

A student author is an individual who has made substantial intellectual contributions to a scientific investigation. All student authors should meet the following four criteria, and all those who meet the criteria should be authors:

- a. **Scholarship:** Contribute significantly to the conception, design, execution, and/or analysis and interpretation of data.
- b. **Authorship:** Participate in drafting, reviewing, and/or revising the manuscript for intellectual content.
- c. **Approval:** Chair of the Capstone Project Committee will approve the presentation of a manuscript or abstract for a poster or podium presentation.
 - i. The approval process will be made after the oral presentation for the capstone project.
 - ii. The decision for publication of the capstone project will be decided in the fall semester of the third year at the time of manuscript submission as part of PHTH748. [Authorization for Reproduction of Doctoral capstone project](#) form.
 - iii. The Capstone Committee members will be listed as the coauthors.
 - iv. The Committee will actively contribute to editing and participate in revising for presentation or publication or choose not to be a coauthor.
- d. **Integrity:** Students will take full responsibility for the paper, ensuring reasonable care and effort to make sure data is complete, accurate, and reasonably interpreted.
 - i. Students will actively work with the committee for edits and revisions.
 - ii. The final product will need to be approved by the committee to submit as a poster or publication.

2. Authorship order

- a. Students will be the lead author for the manuscript or poster presentation unless they do not want to take on that responsibility. In this case, a lead author should be designated. The lead author assumes overall responsibility for the manuscript or abstract and serves as the managerial and corresponding author.
- b. The lead author will provide the draft of the manuscript to each individual contributing author for review and consent for authorship.
- c. The lead author should obtain from all coauthors their agreement to be designated as such and their approval of the manuscript. A journal may have specific requirements governing author review and consent, which must be followed.
- d. Capstone Project Committee members will be the secondary authors (must actively contribute to the product).
- e. **Co-authors:** All coauthors of a publication are responsible for:
 - i. **Authorship:** By providing consent to authorship to the lead author, coauthors acknowledge that they meet the authorship criteria set forth in section 1 of this policy. A coauthor should have participated sufficiently in the work to take responsibility for appropriate portions of the content.
 - ii. **Approval:** By providing consent to authorship to the lead author, coauthors are acknowledging they have reviewed and approved the manuscript.
 - iii. **Integrity:** Each coauthor is responsible for the content of all appropriate portions of the manuscript, including the integrity of any applicable research.
- f. **Authorship order:** The order of authors is a collective decision of the authors. In conjunction with the lead author, coauthors should discuss authorship order at the onset of the project and revise their decision as needed. All authors must work together to make these informed judgments.

3. If a student does not take the initiative to publish a manuscript or abstract within six months from graduation, the Capstone Committee chair may become the lead author. In this case, the student(s) will be notified and offered to be a coauthor if they choose to actively contribute to the product. They will be notified by email and will have two weeks to respond. In the event the student(s) does not respond within those two weeks, it will be assumed the Committee chair can pursue publication without consent from the student.
4. Acknowledgments: Individuals who may have made some contribution to a publication, but who do not meet the criteria for authorship, such as staff, editorial assistants, medical writers, or other individuals, can provide a valuable contribution to the writing and editing of publications. Since those contributions do not meet the criteria for authorship under this policy, those individuals should be listed in an acknowledgement section of the work.
5. Should authors fail to resolve disputes about the lead author, order of authors, or final manuscript or abstract, the committee chair or PD should mediate an effort to resolve the dispute.
6. Research Funding: All authors, in manuscripts submitted for review and publication, must acknowledge/disclose the source(s) of support for the work. Support includes research and educational grants; salary or other support contracts; gifts; and program, institutional and hospital support.
7. A student CANNOT submit any written manuscript or abstract for presentation at a conference from the DPT program to a journal or conference venue without permission of the Committee chair and/or PD.
8. Research data and /or photo files collected for research and case report purposes belong to the DPT program and University. All the files related to research or case reports along with consent forms must be submitted to the Committee chair prior to graduation for record keeping. The research done in the DPT program may be audited by the IRB committee. All files and consent forms are to be accounted for during the auditing process.

DPT Credit Hour Calculation

Course directors use the following credit hour definitions during the preparation of the course syllabus. Course directors may request adjustments to the course credit hours by submitting a request to the DPT Curriculum Committee.

- Lectures, presentations, on-line presentations: One credit hour equals 15 contact hours with an expectation of two hours of out-of-classroom study time.
- Teaching laboratory, Integrated Clinical Experiences (ICEs), Capstone, and Clinical Competence courses: One credit hour equals 30 contact hours.
- Full-Time Clinical Experiences (FTCEs): One credit hour equals 80 hours/2 weeks.

Educational Resources

The PNWU DPT curriculum requires students to have access to basic science and clinical titles beginning in year one, creating a foundation library for board study and lifelong learning. PNWU has created a customized list of publisher titles that are strategic to the DPT curriculum. The students have access to the titles for all three years. The cost of books is amortized over the three-year program and provides new editions to students for free, providing a cost-effective package student cannot get elsewhere. The custom list of publisher titles supports a highly integrated curriculum and application-based instruction in a copyright-compliant environment.

In lieu of a campus bookstore, PNWU provides all supplies (excluding laptops) required for the DPT curriculum to take advantage of bulk buying power, to ensure that students have high quality tools to meet the demands of the curriculum, and to avoid hazardous material contamination of personal technology.

PNWU annually documents the titles in electronic or hardcopy format that are not available to students other than provided by the University and market value of books and supplies available to the student through other sources.

PNWU provides all required books and supplies to the students in the DPT program by the seventh day of the payment period (term).

PNWU provides a way for a student to obtain those supplies by the seventh day of the payment period (term) by disbursing title IV, HEA program funds for which the student is eligible up to ten days prior to the payment period. A title IV, HEA credit balance is paid directly to the student as soon as possible, usually within five business days.

Students may opt out of the way supplies are provided by PNWU by signing the Program Cost Opt-Out Request form by **June 21** prior to fall term or within two weeks of confirmation of admission but prior to PNWU issuing books and supplies (usually during orientation week). Students will acknowledge responsibility for obtaining the required items on the form and that failure to obtain the required items may impact their academic success.

Students on Health Professions Scholarship Program (HPSP) are automatically opted out since the military does not allow books and supplies to be included in tuition.

Services for Students

iPad and iPad Apps

Students are required to have an iPad that meets the minimum requirements. Curriculum required iPad apps are also provided at no additional cost. Please refer to the [Technology Service](#) webpage for more details.

EXXAT

EXXAT is a web-based program to manage and store information related to clinical sites, student clinical placements, immunizations, and more. The program also includes an advanced matching system that matches students to clinical facilities according to each student's preferences, required clinical settings, and documented place(s) of residence.

Student Access to Classrooms for Independent Study: Responsibilities for Safe Academic Environments

All students shall have access to laboratories and instructional materials for independent practice and study outside of regularly scheduled classroom instruction. It is assumed that students will spend independent time away from structured lab time practicing hands-on techniques. When doing so, it is assumed that students will demonstrate safe and responsible behaviors as discussed below.

All faculty and students are responsible for maintaining program facilities and equipment in a safe and clean manner in order to assure a safe working and teaching environment.

1. Maintenance of Physical Environment

- a. Students are to assist faculty in leaving the lab, clinic, or classroom in a presentable and fully operational state, ready to go for the next session to follow.
- b. Students are to assist faculty in leaving the lab, clinic, or classroom in a fully operational state, at the end of each semester. All food must be removed from the student refrigerator prior to leaving, and all laundry must be clean and put away.
- c. If students are on campus after hours, they should use the buddy system and not leave anyone behind alone.
- d. Students should clean up after themselves when using labs for class or study time. This applies to all areas of the buildings including study space.
- e. Front reception area etiquette:
All students are to check in with the front office staff when they wish to see the PD, director of clinical education, or faculty. Students should NOT just walk into offices, as occupants may be in a meeting or cannot be disturbed. Students must sign in whether they have a scheduled or unscheduled appointment. The copy room in the front office is OFF LIMITS to ALL students.

2. Maintenance and Safe Operation of Equipment

- a. Students will check equipment for obvious defects at the beginning and end of each use to assure safe operating status.

- b. Students will immediately report any identified sources of unsafe conditions or broken equipment to the administrative coordinator.
- c. Students will operate equipment according to the manufacturer's operational manual.
- d. If equipment is needed after hours, students must check out equipment with the Administrative Coordinator prior to 5pm and check in at 8am the next day. They should inspect the equipment prior to checkout and prior to check-in and report any issues or concerns to the Administrative Coordinator.
- e. Students will assist in and ensure that equipment is consistently maintained in clean condition.
- f. Students will assist in monitoring laboratory supplies throughout the semester and maintain a list of replacement supplies.
- g. Students will participate in faculty conducted plans for general laboratory cleanup at the end of each semester and dispose of any supplies which are no longer operative and report any equipment which is no longer operative or out of date.

Transportation

Students are required to provide their own transportation to and from class, clinical education experiences, and other DPT program required events.

DPT Name Tag

All students are required to wear their magnetic nametag during all FTCEs, ICEs, some program events (e.g., capstone symposium, evening of service), and when guest speakers are invited to any class.

Student Safety

At the beginning of each semester, students will be informed by the instructor of the potential risk of the use of equipment, treatment activities, and environmental hazards that may occur while attending the lecture or laboratory sessions.

Students who have preexisting medical conditions or develop medical conditions during the semester impacting their ability to carry out routine assignments in lecture or laboratory sessions should make such conditions known to the instructor.

Students will be advised not to act as subjects for the practice of laboratory activities if they are currently experiencing pain in, or have a history of illness or injury, to the related body area.

Students may use teaching and research laboratories outside of scheduled classes with the permission of the instructor. Students should be informed that it is their responsibility to be aware of and conform to all University safety and security policies. Students will be notified that when using laboratory equipment outside of regularly scheduled class time, they do so at their own risk.

Graduation

The graduation activities and ceremony are a celebration of achievement for students, their families, and the PNWU community. The [graduation page on PNWU.edu](#) will give specifics on schedule of events, vendors for announcements, regalia, diploma frames, and photos along with required forms, surveys, lodging, and frequently asked questions.

Participation in the spring graduation ceremony requires the student has or plans to complete the following:

- Attain at least a 3.0 cumulative GPA.
- Successfully pass all required coursework in the DPT Plan of Study with a grade of B or better in all ICE courses (PHTH543, PHTH644, 645, 746) and C or better in all other courses with letter grades.
- Receive credit in all full-time clinical experience courses.
- Receive credit in all capstone courses and successfully pass final DPT capstone project.
- Settlement of all indebtedness to the University.
- Attend commencement and hooding ceremonies.

Graduation Requirements

The DPT graduation requirements are detailed in the student catalog. Part of those degree requirements include curricular, legal, and financial requirements as well as commencement and required exit sessions. Below is a list of specific items that must be completed prior to the degree being confirmed.

- Complete the federal student loan exit counseling for those who are a student loan borrower either while at PNWU or before.
- Complete all student surveys.
- Complete the DPT exit student interview with PD and DCE.
- ❖ Attend mandatory student exit sessions on campus prior to graduation.
- ❖ Complete graduation application for the May graduation ceremony by January 1 of final year.
- ❖ Obtain required academic regalia for commencement.
- ❖ Enter a diploma address in Self-Service.

Disclaimer

The SOPT Student Handbook represents information and requirements which may be altered from time to time by the program at its sole discretion. The provisions of the SOPT Student Handbook do not constitute a contract. Any recommendations for additions, deletions, or changes in the handbook should be submitted in writing to the student's faculty academic advisor with a copy to the PD.

The University reserves the right to change any provision or requirement at any time. The University complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989.

Most of the forms, policies and procedures referred to throughout this handbook are available on the University website, PNWU.edu.

Statement of Certification

This handbook is certified to be true and correct in content and procedure as of the date of publication.
Peggy R. Trueblood, PT, PhD – School of Physical Therapy Program Director
Wayne C. Miller, PhD - Provost and Chief Academic Officer for the University
Pacific Northwest University of Health Sciences is an equal opportunity institution.



APPENDIX

Appendix

DPT GRADUATE OUTCOMES CURRICULAR MATRIX

Graduate Outcomes (GO)									
1. Integrate the biological, physical, behavioral, and movement sciences necessary for entry-level physical therapy practice. 2. Communicate through words and actions in a professional, compassionate, and ethical manner in all encounters with patients/clients, peers, faculty, families, other professionals, and community/professional leaders. 3. Practice in a collaborative manner that is consistent with established legal and professional clinical practice standards. 4. Demonstrate sound clinical decision-making skills, including clinical reasoning, clinical judgment, differential diagnosis, reflective practice, and self-reflection/assessment that can be applied in rural or medically underserved community settings. 5. Apply existing research to inform clinical decision-making skills and innovative physical therapist practice based on solid theoretical constructs. 6. Lead advocate in communities and the physical therapy profession.									
Course Prefix	Course Title	Credits	Lecture: Lab	GO - 1	GO - 2	GO - 3	GO - 4	GO - 5	GO - 6
Year 1 Fall Semester									
PHTH 500	Foundations of Clinical Practice I	3.5	2:3	I	I	I	I		
PHTH 505	Gross Anatomy	4.5	3:4	I					
PHTH 510*	Lifespan Development	2.0	2:0	I	I			I	
PHTH 512	Movement Science I	3.0	2:2	I			I		
PHTH 515*	Introduction to Pathophysiology	1.0	1.0	I			I	I	
PHTH 520	Professional and Interprofessional Practice I	2.0	2:0	I	I	I	I		I
PHTH 545	Evidence-Informed Practice	3.0	3:0				I	I	
Year 1 Spring Semester									
PHTH 501	Foundations of Clinical Practice II	3.5	2:3	I	R	I	I	R	
PHTH 506	Applied Neuroscience	3.5	2:3	I		R	I	I	
PHTH 511	Applied Pathophysiology	3.0	3:0	I					
PHTH 513	Movement Science II	3.0	2:2	R		R	R		
PHTH 514	Exercise Physiology	2.0	2:0	I		R	R		
PHTH 516*	Applied Pathophysiology	3.0	3:0	I		R	I	I	
PHTH 521	Professional and Interprofessional Practice II	2.0	2:0		R	R			R
PHTH 543	Integrated Rural Clinical Outreach I	1.5	0.5:2	R	R	R	R	R	R
PHTH 550	Clinical Competence in Patient Management I	0.5	0:1	C	C	C	C		
Year 2 Summer Semester									
PHTH 600	Clinical Experience I	4.5		C	C	C	C	R	R
Year 2 Fall Semester									
PHTH 607	Neurological Movement System I	4.5	3:3	R	C	C	C	R	
PHTH 620	Musculoskeletal Movement System I	4.5	3:3	R	C	C	C	R	
PHTH 622	Professional and Interprofessional Practice III	2.0	2:0		C	R			
PHTH 625	Cardiopulmonary Movement System	3.5	2:3	R	C	C	C	R	
PHTH 635	Clinical Reasoning, I	2.0	2:0	C		R	R	R	
PHTH 644	Integrated Clinical Practice I	1.5	0.5:2	R	C	R	R	R	R
PHTH 646	Capstone I	1.0	0:2					R	R
Year 2 Spring Semester									
PHTH 602	Foundations of Clinical Practice III	3.5	2:3	R	C	C	C	R	
PHTH 608	Neurological Movement System II	3.5	2:3	C	C	C	C	R	
PHTH 621	Musculoskeletal Movement System II	5.0	3:4	C	C	C	C	R	
PHTH 626	Management of Select Populations I	2.0	1:2	C	C	C	C	R	
PHTH 645	Integrated Clinical Practice II	1.5	0.5:2	C	C	C	C	R	R
PHTH 647	Capstone II	2.5	0:5					C	R
PHTH 650	Clinical Competence in Patient Management II	1.0	0:2	C	C	C	C	C	R
Year 3 Summer Semester									
PHTH 700	Clinical Experience II	4.5		C	C	C	C	C	R
Year 3 Fall Semester									
PHTH 709	Pediatric Physical Therapy	3.5	2:3	C	C	C	C	C	R
PHTH 722	Geriatric Physical Therapy	3.0	2:2	C	C	C	C	C	R
PHTH 723	Administration and Leadership	2.0	2:0						C
PHTH 727	Management of Select Populations II	2.0	1:2	C	C	C	C	C	
PHTH 736	Clinical Reasoning II	3.0	3:0	C		C	C	C	
PHTH 746	Integrated Rural Clinical Outreach II	3.0	1:4	C	C	C	C	C	C
PHTH 748	Capstone III	1.5	0:3					C	C
PHTH 750	Clinical Competence in Patient Management III	1.0	0:2	C	C	C	C	C	
Year 3 Spring Semester									
PHTH 790	Clinical Experience III	8.0		M	M	M	M	M	M
KEY: I = Introduced R = Reinforced C = Competent M = Mastery Introduced (I): The student gains knowledge and skill regarding the application of course content to achieve graduate outcomes related to the scope of practice of a physical therapist Reinforced (R): principles are reinforced as the student gains application practice of course content within the academic setting to achieve graduate outcomes related to the scope of practice of a physical therapist Competent (C): the student has the knowledge, skills, and is safe in the application of course content but may need guidance and practice, within the clinical setting, to achieve graduate outcomes related to the scope of practice of a physical therapist Mastery (M): The student safely and independently applies course content related to the scope of practice of a physical therapist in the clinical environment meeting the expectation for entry-level practice for the listed graduate outcomes									

*Updated courses



Pacific Northwest University of Health Sciences
School of Physical Therapy
Patient Consent Form – Case Study

Occasionally during a clinical experience, a student or faculty member of the DPT program encounters a patient whose case has educational value for other students and physical therapists. Such is your case.

I, _____ wish to report upon your case so that others might share the learning that has occurred. This sharing might take the form of a case report or example used in a class. It might also be a case of interest to other professionals and therefore might be reported at a professional conference or published in a professional journal. I am seeking your permission to use your case, medical records, and experience to develop a case report of interest to other physical therapists and health professionals.

I give my permission for the individual signed below to access and use my medical records, illustrations, photographs, or video files (if included) for the development, presentation and potential publication of a case report which will contribute to the education of physical therapists and students. I understand that:

- 1. The information may help others manage cases similar to yours in the future and will be used for educational purposes only. It will never be used for promotion or advertising in any manner.
2. The information will be used without your name, or the facility and every attempt will be made to ensure anonymity. Complete anonymity may not be possible and cannot be guaranteed. It is possible that somebody somewhere - perhaps, for example, somebody who assisted with your care or a relative - might be able to identify you.
3. If the case is accepted for publication outside of PNWU, every reasonable effort will be made to contact you at the numbers below and you will be offered the opportunity to read the manuscript and to see all illustrations, photographs, or video files (if included) in which you are included. Nothing would be used outside of the University without the permission of a faculty member.

Signature (Printed name) of person who will be using the information Date

Signature (Printed name) of person consenting [COB] Date

Mailing Address _____

Phone number where I can be contacted _____

If you are granting permission for another person, what is your relationship to that person?

Signature of witness, relationship to person requesting consent Date

If you are granting permission for another person, do you have the authority to consent for the patient?

- [] No, I do not [] Yes, I am their legal guardian.
[] Yes, I have durable power of attorney.

Executive Committee



School of Physical Therapy DPT Student Executive Committee

Please refer to the Policy: [Committee Establishment and Management](#)

Established **AY 20-21** **Charter revisions** 11/05/2020

COMMITTEE PURPOSE

The Student Executive Committee (SEC) serves as a mechanism for organized participation and the official voice of the students within the DPT program. SEC is responsible for dispersing funds for student activities, acting as a liaison for the student body, supporting club and classroom activities, and working to improve the quality of life for all DPT students.

All decisions and actions by the Committee shall be in accordance with applicable accreditation standards and University and program mission, vision and strategic priorities with a focus on continual quality improvement.

DELIVERABLES

Committee chair maintains all related minutes/agendas in Committee SharePoint folder (as needed)
Record of participation by students, community members, faculty for student events/activities (annually)
Committee annual report to program director (annually)

TASKS/RESPONSIBILITIES

- Responsible for discussing issues with classes prior to and/or following executive committee meetings
- Provide input to the program director on curriculum
- Community Service events
- Public Relations events
- School social/spirit events
- Facilities improvement events
- All other events initiated or run by students
- Assign student mentors for incoming class
- Monthly meeting with PD

ADMINISTRATIVE AND REPORTING REQUIREMENTS

- Uses PNWU agenda, minute, and reporting templates
- Action items and reports are forwarded to Administrative Coordinator
- Final committee minutes are posted in DPT Student Organization in Moodle within one week of the meeting

MEETINGS

Members shall meet each month with the program director and/or student services liaison.

COMMITTEE COMPOSITION AND TERMS

- Composition: This committee will consist of President, Vice President, Secretary, and Treasurer of each class.
- Chairperson – third-year president during the fall semester and the second-year president during the spring semester
 - President for each class
 - Vice President for each class

- Secretary for each class
- Treasurer for each class
- Other class officers will attend as needed

Terms:

- *Each committee member will be on the committee for one year.*

APPLICABLE GOVERNING DOCUMENTS:



SCHOOL OF PHYSICAL THERAPY

Informed Consent Form

1. I, _____, hereby willingly agree to participate in the Physical Therapy _____ project/course of _____.
(Course No.) (Instructor)
2. I understand the procedure/activities to be as follows:
3. Potential risks of participating in this activity may be:
4. I do not expect to be paid for the time spent.
5. I **do/do not** authorize the taking of photographs or videotapes of myself for use as educational material.
6. I understand that I may withdrawal (stop) from this project/demonstration at any time without penalty.

Signature

(Parent or guardian if participant is a minor unable to sign)

Date

Witness (student)



Participation in the Center for Applied Movement Science lab

Client/Patient Agreement Form

I hereby give permission for myself and/or my child or ward _____

to participate in the Center for Applied Movement Science Lab as part of the curriculum for the DPT program in the School of Physical Therapy at PNWU and understand that all treatment performed in the lab is provided by Doctor of Physical Therapy Students under the supervision of licensed physical therapy faculty. I understand that other students or volunteers approved by the faculty in the lab may observe my treatment and discuss treatment techniques in my presence. I agree that I will regularly attend treatment sessions which my Doctor of Physical Therapy Student and I decide upon.

I have had the opportunity to ask questions and to obtain the kind of information I need to make such a decision.

Signature of Patient (if applicable) DOBDate

Signature of Parent or Guardian (if applicable) DOBDate

Signature of Student Physical Therapist

Date

Signature of Clinical Instructor

Date



Advising Process

PNWU Connect will store all advising documents submitted by students and faculty academic advisors. All forms submitted to PNWU Connect will need to include the date of the advising session in the file name (ex: 2020 August 28 AA Stress Indicators Questionnaire). So, it is imperative to communicate and plan advising session dates in advance. If the student has previously received a form and it just needs to be updated for an upcoming advising session, save the form from the previous session again, and include the updated advising session date in the file name. Then make the updates before submitting it to PNWU Connect. See the detailed list below to determine which documents need to be submitted for each advising session. These documents will serve as preparation for the student to guide discussion assuring it is efficient and meaningful during the advisement session. The advisor will document the discussion points for each session, based on the student's preparation/reflection completed prior to the session.

Note: No formal meetings or documentation of meetings will be expected in the summer terms or the final mid-spring term, only a review of the items (as indicated in the schedule below) by the advisor, unless the advisor determines a formal session and documentation is needed.

List of forms:

- **Provided by the Chair of the Student Progress Committee via email (sent near planned advising timeframe) to the student and completed and submitted to PNWU Connect by the student prior to the advisement session:**
 - **Stress Indicators Questionnaire** (complete a new form each time it is to be submitted)
 - **Professional Development Reflection** (will receive this once, you should save it to be **updated for each advising session** – see form for more instructions)
 - **Professional and Service Record – CV** (will receive this once, you should save it to be **updated for each advising session** – see form for more instructions)
 - **Professional Behaviors/Generic Abilities** (will receive this once, you should save it to be **updated for each advising session** – see form for more instructions)
- **Provided by the Course Instructor/DCE and completed and submitted to PNWU Connect by the student prior to the advisement session:**
 - Board Review Scores (detailed printout of scores after completing a practice test)
 - NPTE Study Plan
 - Professional Plan for Advocacy, Teaching, and Lifelong Learning (also graded for PHTH 790)
- **Forms that need to be reviewed or completed by the student, for discussion during advisement sessions, and should be available by the student when meeting with the Advisor during each Fall and Spring Advisement session:**
 - Transcript/current GPA in PNWU Connect (review)
 - APTA Code of Ethics (review)
 - APTA Core Values (review)
 - Professionalism Core Values Assessment (complete - will receive this once, you should save it to be updated each time – use a different color each time you complete it or date each item when it is completed each time so can see the progress)

General Advisement Procedure(s) for each session:

- Discuss any concern areas including but not limited to the following:
 - academic classwork/progress, remediations, absences, personal life, stress management/coping, financial/student debt, readiness for full-time clinical education
- Review/reflect upon professional growth/development
 - Core professionalism documents (APTA Code of Ethics, APTA Core Values and/or professional behaviors/generic abilities) and CV or resume for professional service and leadership skills/roles
 - Review/reflect on strengths and weaknesses of professional behaviors/core values
 - Write objective goals (SMART goals) and a plan for goal achievement
- During and at the conclusion of each session, the advisor will document in the designated template in PNWU Connect (see **Advisement Checklist & Log Template**). This is a brief list/summary of the discussion points and includes any academic or other noted concerns/follow-up items. If necessary, the document will be cc'd to the appropriate party such as the DCE, PD, and/or Student Progress Committee.

Detail of Advisement Procedures:

Advisement session 1 - [YR I / Early Fall] - Group Session – Last 2 weeks of AUGUST

- Advisor will send an email invite for a meet and greet for the advisor and assigned advisees
 - Discussion points:
 - Advisement process (overview is provided during orientation)
 - Study skills

- no longer competing with classmates- help each other
- Stress management/coping skills to help develop resilience through rigors of program and life-long success
- Importance of involvement with professional and service opportunities
- Student debt control

Advisement session 2 - [YR I / Mid-Fall] - OCTOBER

- Documents students are to complete and submit to PNWU Connect prior to session:
 - Stress Indicators Questionnaire
 - Professional Development Reflection (including Core Values Assessment)
- Discussion points:
 - Any course with potential grade C:
 - If yes, list courses and credit hours:
 - Number of remediations so far:
 - Absences this semester thus far and planned coming up:
 - Stressors and ways to overcome:
 - Professional Development:
 - Strengths:
 - Weaknesses:
 - 2 smart goals (1 long term by end of graduation, 1 short term by next advisement session):
 - Action plan to achieve goals:
 - Leadership development/skills/roles:
- Based on review of documents, academic status, student feedback, advisor to note:
 - Need for referral to student progress committee
 - Any comments to document or needs for follow-up

Advisement session 3 - [YR I / Mid-Spring] - MARCH

- Documents students are to complete and submit to PNWU Connect prior to session:
 - Professional Service Record – CV (student starts/saves for updates later but does not submit this time)
 - Stress Indicators Questionnaire
 - Professional Development Reflection
 - Professional Behaviors/Generic Abilities
- Discussion points:
 - PT GPA:
 - Grade C in any course or potential for B in ICE:
 - If yes, list courses and credit hours:
 - Academic probation status?
 - Number of remediations in prior semester:
 - Absences this semester thus far and planned coming up:
 - Stressors and ways to overcome:
 - Professional Development:
 - Met prior goals:
 - Strengths:
 - Weaknesses:
 - 2 smart goals (1 long term by end of graduation, 1 short term by next advisement session):
 - Action plan to achieve goals:
 - Leadership development/skills/roles:
- Based on review of documents, academic status, student feedback, advisor to note:
 - Student readiness for clinical education
 - Need for referral to student progress committee
 - Any comments to document or needs for follow-up

Advisement session 3.5 - [YR II / Early Summer] - END OF MAY (Advisor only reviews/documents as needed)

- Review:
 - PT GPA:
 - Grade C in any course or B in ICE:
 - If yes, list courses and credit hours:
 - Academic probation status?
- Based on review of documents, academic status, advisor to note:
 - Need for referral to student progress committee

- Any comments to document or needs for follow-up

Advisement session 4 - [YR II / Mid-Fall] - OCTOBER

- Documents students are to complete and submit to PNWU Connect prior to session:
 - Professional Service Record – CV (student updates and submits)
 - Stress Indicators Questionnaire
 - Professional Development Reflection (including Core Values Assessment)
- Discussion points:
 - PT GPA:
 - Grade C in any course or potential for B in ICE:
 - If yes, list courses and credit hours:
 - Academic probation status?
 - Number of remediations in prior spring/summer semester:
 - Absences this semester thus far and planned coming up:
 - Stressors and ways to overcome:
 - Professional Development:
 - Met prior goals:
 - Strengths:
 - Weaknesses:
 - 2 smart goals (1 long term by end of graduation, 1 short term by next advisement session):
 - Action plan to achieve goals:
 - Leadership development/skills/roles:
- Based on review of documents, academic status, student feedback, advisor to note:
 - Need for referral to student progress committee
 - Any comments to document or needs for follow-up

Advisement session 5 - [YR II / Mid-Spring] - MARCH

- Documents students are to complete and submit to PNWU Connect prior to session:
 - Professional Service Record – CV (student updates and submits)
 - Stress Indicators Questionnaire
 - Professional Development Reflection
 - Professional Behaviors/Generic Abilities
- Discussion points:
 - PT GPA:
 - Grade C in any course or B in ICE:
 - If yes, list courses and credit hours:
 - Academic probation status?
 - Number of remediations in prior semester:
 - Absences this semester thus far and planned coming up:
 - Stressors and ways to overcome:
 - Professional Development:
 - Met prior goals:
 - Strengths:
 - Weaknesses:
 - 2 smart goals (1 long term by end of graduation, 1 short term by next advisement session):
 - Action plan to achieve goals:
 - Leadership development/skills/roles:
- Based on review of documents, academic status, student feedback, advisor to note:
 - Student ready for clinical education
 - Need for referral to student progress committee
 - Any comments to document or needs for follow-up

Advisement session 5.5 - [YR III / Early Summer] - END OF MAY (Advisor only reviews/documents as needed)

- Review:
 - PT GPA:
 - Grade C in any course or B in ICE:
 - If yes, list courses and credit hours:
 - Academic probation status?
- Based on review of documents, academic status, advisor to note:

- Need for referral to student progress committee
- Any comments to document or needs for follow-up

Advisement session 6 - [YR III / Mid- to Late-Fall] - MID-NOVEMBER – after take PEAT)

- Documents students are to complete and submit to PNWU Connect prior to session:
 - Professional Service Record – CV (student updates and submits)
 - Stress Indicators Questionnaire
 - Professional Development Reflection (including Core Values Assessment)
 - Professional Behaviors/Generic Abilities
 - Board Review Scores (printout) and NPTE Study Plan
- Discussion points:
 - PT GPA:
 - Grade C in any course or potential for B in ICE:
 - If yes, list courses and credit hours:
 - Academic probation status?
 - Number of remediations in prior spring/summer semester:
 - Absences this semester thus far and planned coming up:
 - Stressors and ways to overcome:
 - Professional Development:
 - Met prior goals:
 - Strengths
 - Weaknesses:
 - 2 smart goals (1 long term by end of graduation, 1 short term by next advisement session)
 - Action plan to achieve goals:
 - Leadership development/skills/roles:
 - Job placement:
- Based on review of documents, academic status, student feedback, advisor to note:
 - Student ready for clinical education:
 - Need for referral to student progress committee
 - Any comments to document or needs for follow-up

Advisement session 6.5 - [YR III / Mid-Spring] - MARCH (Advisor only reviews forms, grades Prof Plan)

- Documents students are to complete and submit to PNWU Connect prior to session:
 - Professional Service Record – CV (student updates and submits)
 - Professional Plan for Advocacy, Teaching and Lifelong Learning (graded by Advisor for PHTH 790)

Advisement session 7 - [YR III / Prior to Graduation] - MAY

- Documents students are to complete and submit to PNWU Connect prior to session:
 - Board Review Scores (printout)
- Discussion points:
 - PT GPA:
 - Preparedness for NPTE:
 - Professional plan feedback:
 - Job placement:
 - Importance of post-graduation surveys, keep program current on contact information



**Simulated Patient Participation Agreement
Pacific Northwest University of Health Sciences Simulation Center**

I, , agree to the following:

1. As a Simulated Patient (SP), I am an employee of Pacific Northwest University (PNWU) Simulation Center. I will always conduct myself in a professional manner and will adhere to standards including reliability, promptness, objectivity, confidentiality, flexibility, and commitment to the university's programs and needs.
2. In my role as a SP, I understand that I will be interviewed and physically examined by healthcare professionals, in an equivalent manner to that which I might experience if I were an actual patient in a clinical setting. I understand that some physical assessment may be performed that is not included in the checklist or initial description of the activity, except for prohibited exams.
3. I will be required to provide both qualitative (comments) and quantitative (scores) data to assess the students' performance in formative and/or summative assessments, utilizing the checklist provided. In a formative assessment, I will provide feedback regarding this assessment, assisting the student in developing their history taking, physical examination, and communication skills.
4. I understand that case materials and any information related to a SP exercise are confidential and the property of PNWU. I agree to restrict any discussion to the Simulation Center, faculty and staff, or other participating SPs. At no time shall I disclose any information about PNWU SP practices, faculty, staff, students, or an individual's performance.
5. I will be required to attend all trainings and program sessions that I have committed to and report to the department at the scheduled time. If I am not prepared to portray my role according to the PNWU standards, I understand I may be excused. In the event of an illness or emergency I will notify the Simulation Center immediately to allow sufficient time for coverage in my absence.
6. I understand that to participate in the PNWU SP program I cannot be related to or living with any student currently enrolled in the PNWU or partner institution healthcare programs.
7. I understand that as a SP I will reply to all emails or phone messages within 24-48 hours to confirm correspondence with the Simulation Center Staff.
8. I hereby release PNWU, its officers, employees, and agents from any liability connected with activities pursuant to my work as an SP including, but not limited to, liability related to any injury or illness I sustain from any cause related to my participation in the SP program or my required presence on PNWU campus. This release shall not apply to liability resulting from negligence of PNWU staff or employees. This release will remain in effect after this agreement is terminated for any reason.

understand and agree that PNWU has the right to remove SPs from the program for any cause including 1) failing to demonstrate the above competencies during training or exercises and 2) unprofessional conduct, including, but not limited to, a violation of the confidentiality policy as stated in the SP Program Handbook.

9. I hereby certify I have read this participation agreement and that my signature constitutes acceptance of all the terms and conditions stated herein.

Print Name:

Signature:

Date:

SIM Center Manager: