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Welcome

Welcome to the Doctor of Physical Therapy Program (DPT) at Allen College – the faculty look forward to partnering with you for your professional education! The purpose of this handbook is to provide you with the policies and procedures of the DPT Program. The Handbook provides an orientation to the Program and a resource for on-going decision making.

In addition, students, faculty, and staff are expected to adhere to Allen College’s policies and procedures. Students are required to verify that they have read the DPT Student Handbook and read the policies for which links are provided by signing the signature page and submitting it by the date indicated on the signature page.

Accreditation

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective November 3, 2020, the Doctor of Physical Therapy Program at Allen College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: (703) 706-3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call (319) 226-2024 or email eric.arguello@allencollege.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates 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.

To discover more information about the CAPTE process or to file a complaint, visit the American Physical Therapy Association (APTA) website at: http://www.capteonline.org/Complaints/ or contact: American Physical Therapy Association, Attention: Accreditation Department, 1111 North Fairfax Street, Alexandria, VA 22314-1488; Fax: 703/684-7343; or e-mailed to accreditation@apta.org.

Program Mission

The mission of the Allen College DPT Program is to prepare competent, compassionate, and caring physical therapists who, through a diverse learning community and an innovative, blended educational format led by accomplished and veteran faculty, practice with a commitment to lifelong learning, engagement in their community and leadership in the profession.
Student/Graduate Goals

Graduate goals are perceived as the accomplishments the faculty seek for graduates at one or more years post-graduation, and student goals are perceived as the accomplishments the faculty seek for the students by the time of graduation.

Graduate Goals:

Graduate Goal 1: Graduates provide competent physical therapy services, including acting with care, compassion, and integrity.

Outcomes and Level of Achievement

1.1. On the Graduate Survey, 100% of responding graduates will strongly agree or agree that they are able to provide competent physical therapy services in their employment environments.

1.2. On the Employer Survey, 100% of responding employers will strongly agree or agree that graduates provide competent physical therapy services.

1.3. On the Employer Survey, 100% of responding employers will strongly agree or agree that graduates act with care, compassion, and integrity in providing patient/family services.

Graduate Goal 2: Demonstrate lifelong learning, engagement in the community, and leadership in the profession.

Outcomes and Level of Achievement

2.1. On the Graduate Survey, 60% of graduates will strongly agree or agree that they have engaged in learning activities and will provide examples of activities to enhance their physical therapy services or maintain licensure expectations.

2.1. On the Graduate Survey, 40% of graduates will indicate that they have served or have plans to serve in their community or in a leadership role in the profession through such activities as becoming a clinical instructor, contributing to a program within their work environments, providing community service, being active in their district, providing education to others, and participating in APTA or other professional sections/academies.

Graduate Goal 3: Demonstrate skill in the use of technology to enhance patient care and their own professional development.

Outcomes and Level of Achievement

3.1. On the Graduate Survey, 100% of responding graduates will strongly agree or agree that they use technology-based resources in clinical decision making.

3.2. On the Graduate Survey, 100% of responding graduates will strongly agree or agree that they use technology-based resources to advance learning and professional
Student Goals:

Student Goal 1: Student will exhibit caring, compassion, and integrity through interactions with patients, families, and the professional community.

Outcomes and Level of Achievement:

1.1. During the program and at the time of graduation, 100% of students will be determined by core and clinical education faculty to act with integrity as measured by reports from core faculty and clinical instructor feedback.

1.2. On the Exit Survey, 100% of students will strongly agree or agree that they exhibit a caring and compassionate affect in patient care.

1.3. On the Exit Survey, 100% of students will strongly agree or agree that they exhibit integrity in interactions with all stakeholders.

Student Goal 2: Demonstrate lifelong learning, engagement in the community, and leadership in the profession.

Outcomes and Level of Achievement:

2.1. As reported to the Faculty by the Advisor to the Student Physical Therapy Club, 100% of students will demonstrate leadership by participating in professional activities.

2.2. On the Exit Survey, 100% of students will strongly agree or agree that they have a plan for participation in one or more professional development/lifelong learning/leadership activities that contribute to practice, the promotion of the profession, and ongoing licensure.

Student Goal 3: Demonstrate skill in the use of technology to enhance patient care and their own professional development.

Outcomes and Level of Achievement:

3.1. As determined by Core Faculty, 100% of students will exhibit skill in course engagement including assignment completion through the effective use of technology.

3.2. On the Exit Survey, 100% of students will strongly agree or agree that they used technology-based resources in clinical decision making during clinical experiences.

3.3. On the Exit Survey, 100% of students will strongly agree or agree that they used technology-based resources for their own professional development during clinical experiences.

Non-Discrimination Policy
Allen College is proud to foster an environment in which all individuals are treated with respect and dignity. The College is committed to encouraging and sustaining an inclusive community that is free from prohibited discrimination and harassment. Allen College complies with those laws which forbid discrimination and admits students capable of meeting the educational obligations of the College without regard to race, religion, color, sex, marital status, age, national origin, veteran status, disability or handicap, sexual orientation, gender identity, or any other protected class, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, religion, color, sex, marital status, age, national origin, veteran status, disability or handicap, sexual orientation, gender identity, or any other protected class, in administration of its educational policies, the hiring of faculty or administrative staff, admissions policies, scholarships and loan programs, and other school administered programs. Allen College students, faculty, and staff have the freedom to identify with either gender, regardless of the gender assigned at birth.

Title IX

Consistent with the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations, Allen College has designated an individual responsible for coordinating the College’s Title IX compliance. Applicants, students or employees with concerns should contact the Title IX Coordinator.
I, __________________________ (printed name), the undersigned, indicate by signature that I have viewed the Student Handbook 2023, and therefore, I am informed of the Program’s policies related to academic, clinical, and professional expectations. My signature confirms my understanding of these expectations and my willingness to be responsible for my conduct associated with these expectations. I further understand that a copy of this signed agreement will be placed in my student records file.

Signature
Date
Program Didactic Faculty

Core Faculty:

- Eric Arguello, PT, DPT, PhD
  Board Certified Clinical Specialist in Orthopaedics, Emeritus
  Director and Professor
  Eric.arguello@allencollege.edu
  319-226-2024

- Bryan Bond, DC, PhD
  Professor
  Bryan.bond@allencollege.edu
  319-226-2562

- Erica Kiernan, PT, DPT, OT, MOT, PhD
  Associate Professor
  Erica.kiernan@allencollege.edu
  319-226-2559

- Howe Liu, PT, PhD
  Professor
  Hao.Liu@allencollege.edu
  319-226-2567

- Venita Lovelace-Chandler, PT, PhD, FAPTA
  Board Certified Specialist in Pediatrics, Emeritus
  Professor
  Venita.Lovelacechandler@allencollege.edu
  319-226-2027

- Dawn Osborne, PT, DPT, DHSc
  Assistant Professor – Director of Clinical Education
  Dawn.Osborne@allencollege.edu
  325-231-1331

- Carissa Stoddard, PT, PhD(c)
  Board Certified Specialist in Pediatrics
  Assistant Professor
  Carissa.stoddard@allencollege.edu
  319-226-2027

- Chris Wiedman, PT, PhD
  Assistant Professor-Director of Clinical Education
  Christopher.Wiedman@allencollege.edu
  319-226-2560

- Adam Yoder, PT, DPT, ATC, FAAOMPT
Board Certified Clinical Specialist in Orthopaedics
Associate Professor
Adam.Yoder@allencollege.edu
319-226-2049

Associated Faculty:

Matt Husnik, CPO, LPO
matth@apoinc.com

Jeremy Fehrmann, DPT
Jeremy.Fehrmann@unitypoint.org
Roles of Program Didactic Faculty

Program Director

The Program Director is responsible for the ongoing growth and development of the Doctor of Physical Therapy Program. In collaboration with faculty and other program stakeholders, the Program Director develops a curriculum plan, and designs, develops, implements, evaluates, and modifies the curriculum and all program-related outcomes. The Program Director coordinates the curriculum, supervises faculty teaching and workload, fosters faculty development programs, ensures program resource needs are met, is accountable for the budget, supervises committees, is accountable for all aspects of the accreditation process and reports all program activities to the College administration. The Program Director provides oversight to, and ensures, that resources are available to support the Clinical Education program within the curriculum.

Director of Clinical Education (DCE)

The DCE works collaboratively with all participants in clinical education including core faculty, clinical instructors and students to ensure close integration between didactic and clinical course work throughout the curriculum. The DCE coordinates the development and maintenance of contractual relationships with clinical sites. The DCE is responsible for oversight of the Clinical Education (Clinical Experience) courses and curriculum and for arranging all four clinical education experiences. The DCE is responsible for assigning the student’s grade of Credit/No-credit (pass/fail) with input from the Clinical Instructor. The DCE dialogues with the Site Coordinators of Clinical Education (SCCEs)/Center Coordinators of Clinical Education (CCCEs) and Clinical Instructors (CIs) at each clinical site to further ensure that clinical education experiences are coordinated with the academic program. During all clinical experiences, the DCE facilitates problem solving and development as requested by clinical education faculty, core faculty, or students.

Assistant Director of Clinical Education

If appointed by the program director, the Assistant Director of Clinical Education will serve to assist the DCE with the responsibilities listed above as directed by the DCE.

Course Coordinator

The individual responsible for the course, when the course involves additional faculty member(s) (e.g., lab assistants, lecturers responsible for large sections (blocks) of the course, guest lecturers, etc.).

Instructor

The individual responsible for the entire course when only that individual is involved, whether or not the course has a laboratory component.
Lecturer

The individual responsible for providing instruction, other than laboratory experiences, in a course with multiple faculty.

Lab Director

The individual responsible for the coordinating laboratory component, but with no responsibilities in the course other than coordination of the laboratory component.

Core Faculty Roles

Core Faculty members include the Program Director, DCE, and faculty members who have primary authority and responsibility for the design, development, implementation, and evaluation of the curriculum and program policies and procedures. The core faculty is responsible for teaching, research, and service within and outside of the Program. The scope of responsibilities includes classroom and laboratory teaching, research, and community, professional, program and/or College service.

Associated Faculty Roles

Associated Faculty members include those instructors who teach in the curriculum but do not have responsibility for establishing the curriculum or program policies. Associated faculty may not hold primary appointments within the College. Associated faculty include adjunct instructors, teaching and laboratory assistants, and guest speakers. The associated faculty is responsible for teaching within their area of expertise. These responsibilities may include classroom and laboratory teaching, as well as student evaluation. Associated faculty members provide ongoing support to students in the classroom by being available before and/or after class as well as through electronic mail throughout the week. The associated faculty is responsible for providing input to the core faculty about the design, development, implementation and evaluation of the curriculum, as well as program-specific policies and procedures.

Educational Principles

Core faculty members agree on the educational principles which are consistent with the mission and goals of the program. The principles guide the curricular sequence and direct the choice of instructional methodologies and student assessment to lead to the attainment of educational objectives.

The core faculty developed a set of educational principles that helped guide the sequencing of the curriculum, the leveling of objectives, the instructional methodology used to achieve those objectives and the assessments used to measure the achievement of those objectives. The educational principles are as follows:
1. Learning is enhanced when the faculty and students are diverse, and a distance/blended curriculum, unbounded by geographic limits, allows for a diverse learning community of both faculty and students.

2. Students are prepared to learn clinical science and skills when they have a strong foundation in foundational and applied sciences.

3. Professionalism is learned when modeled by faculty and peers, when introduced early in the curriculum, when students are engaged in experiences to prepare them as ethical, moral, responsible and accountable physical therapists, and when experiences are integrated throughout the curriculum and extracurricular activities.

4. Evidence and critical inquiry are foundations for physical therapy practice and are fostered through learning experiences across the curriculum.

5. The use of technology in the educational process as well as the clinical process of delivering care enhances patient care and student lifelong professional development.

6. Physical therapy education includes general, professional and clinical education, which enables students to graduate with entry-level skills, critical thinking and the desire for maintaining competency through lifelong learning.
## Curriculum

### Semester 1 – Spring

<table>
<thead>
<tr>
<th>Course</th>
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<th>Contact Hours</th>
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<tr>
<td>DPT 601 Human Anatomy</td>
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<tr>
<td>DPT 602 Applied Physiology</td>
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<td>60</td>
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<tr>
<td>DPT 611 Patient Care Skills I</td>
<td>3</td>
<td>75</td>
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<tr>
<td>DPT 641 Professional Engagement I: Introduction to the Profession of Physical Therapy</td>
<td>3</td>
<td>45</td>
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<td><strong>Totals</strong></td>
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### Semester 2 – Summer

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<td>DPT 603 Clinical Neuroscience</td>
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<tr>
<td>DPT 661 Movement Science</td>
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<td>75</td>
</tr>
<tr>
<td>DPT 612 Patient Care Skills II</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>DPT 642 Professional Engagement II: Professional and Interprofessional Practice</td>
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<td>45</td>
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<td><strong>Totals</strong></td>
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### Semester 3 – Fall

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<tr>
<td>DPT 781 Clinical Experience I</td>
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<tr>
<td>DPT 621 Clinical Pathology</td>
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<td>60</td>
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<tr>
<td>DPT 631 Clinical Pharmacology</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>DPT 751 Critical Inquiry I</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>DPT 643 Professional Engagement III: Education and Psychological Skills in Physical Therapy</td>
<td>3</td>
<td>45</td>
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<td><strong>Totals</strong></td>
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### Year 1 Totals

|                   | 43             | 895           |
|                   | 33 Lecture 8 Lab 2 Clinical |           |

### Semester 4 – Spring

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<tr>
<td>DPT 762 Primary Care in Physical Therapy</td>
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<td>DPT 774 Cardiopulmonary Physical Therapy</td>
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<td>DPT 771 Integumentary Physical Therapy</td>
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<td>DPT 877 Orthotics and Prosthetics</td>
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<tr>
<td>DPT 744 Professional Engagement IV: Leadership and Management in Physical Therapy I</td>
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### Semester 5 – Summer

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<tr>
<td>DPT 775 Neuromuscular Physical Therapy I</td>
<td>4</td>
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<td>DPT 752 Critical Inquiry II</td>
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<tr>
<td>DPT 845 Professional Engagement V: Leadership and Management in Physical Therapy II</td>
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<td><strong>Totals</strong></td>
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**Semester 6 – Fall**

<table>
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<th>Lab</th>
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<tr>
<td>DPT 773 Musculoskeletal Physical Therapy II</td>
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<tr>
<td>DPT 876 Neuromuscular Physical Therapy II</td>
<td>4</td>
<td>2 Lecture</td>
<td>90</td>
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</tr>
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<td>DPT 732 Clinical Imaging</td>
<td>3</td>
<td>3 Lecture</td>
<td>45</td>
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<tr>
<td>DPT 864 Pediatric Physical Therapy</td>
<td>4</td>
<td>3 Lecture</td>
<td>1 Lab</td>
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<td><strong>10 Lecture</strong></td>
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<tr>
<td><strong>Year 2 Totals</strong></td>
<td><strong>38</strong></td>
<td><strong>27 Lecture</strong></td>
<td><strong>795</strong></td>
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</tbody>
</table>

**Semester 7 – Spring**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>DPT 863 Geriatric Physical Therapy</td>
<td>3</td>
<td>2 Lecture</td>
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<tr>
<td>DPT 878 Special Populations Physical Therapy</td>
<td>2</td>
<td>1 Lecture</td>
<td>45</td>
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<tr>
<td>DPT 853 Critical Inquiry III</td>
<td>2</td>
<td>2 Lecture</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>DPT 882 Clinical Experience II</td>
<td>4</td>
<td>4 Clinical</td>
<td>320</td>
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<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>5 Lecture</strong></td>
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</table>

**Semester 8 – Summer**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Contact Hours</th>
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</thead>
<tbody>
<tr>
<td>DPT 883 Clinical Experience III</td>
<td>4</td>
<td>4 Clinical</td>
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<tr>
<td>DPT 879 Health Promotion and Wellness</td>
<td>3</td>
<td>3 Lecture</td>
<td>45</td>
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<tr>
<td>DPT 891 Clinical Decision Making in PT Practice</td>
<td>2</td>
<td>2 Lecture</td>
<td>30</td>
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</tr>
<tr>
<td>DPT 846 Professional Engagement VI: Communication and Professional Behaviors in Physical Therapy</td>
<td>2</td>
<td>2 Lecture</td>
<td>30</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>11</strong></td>
<td><strong>7 Lecture</strong></td>
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**Semester 9 – Fall**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Contact Hours</th>
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<tbody>
<tr>
<td>DPT 884 Clinical Experience IV</td>
<td>6</td>
<td>6 Clinical</td>
<td>480</td>
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<tr>
<td>DPT 847 Professional Engagement VII: Practice as a New Professional</td>
<td>2</td>
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<td>30</td>
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<td><strong>Totals</strong></td>
<td><strong>8</strong></td>
<td><strong>2 Lecture</strong></td>
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<tr>
<td><strong>Year 3 Totals</strong></td>
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<td><strong>15 Lecture</strong></td>
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**Program Totals**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Lecture</th>
<th>Lab</th>
<th>Clinical</th>
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<tbody>
<tr>
<td>113</td>
<td>74</td>
<td>23</td>
<td>1453</td>
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<tr>
<td></td>
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<td>16</td>
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<td>3080</td>
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</table>
## Course Descriptions

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Course Description</th>
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</thead>
<tbody>
<tr>
<td>DPT 601 Human Anatomy</td>
<td>5</td>
<td>Normal human anatomy with an emphasis on structure and function of the musculoskeletal system. Includes human cadaver dissection.</td>
</tr>
<tr>
<td>DPT 602 Applied Physiology</td>
<td>4</td>
<td>Study of human physiology with an emphasis on cellular level structure and function of the musculoskeletal, neurologic, integumentary, cardiovascular, and pulmonary systems. Relationships between structure and function as a basis for understanding pathological processes. Foundations of exercise physiology as a basis for application in the physical therapy setting.</td>
</tr>
<tr>
<td>DPT 603 Clinical Neuroscience</td>
<td>4</td>
<td>Detailed study of the structure and function of the central and peripheral nervous systems including phylogeny and morphology, developmental anatomy, and microanatomy. Relationship between neural structure and function and human motor control and sensory processes.</td>
</tr>
<tr>
<td>DPT 611 Patient Care Skills I</td>
<td>3</td>
<td>Introductory course in skill development in basic tests and measures, interventions and patient management processes in the physical therapy practice setting including the patient/client management and ICF models.</td>
</tr>
<tr>
<td>DPT 612 Patient Care Skills II</td>
<td>3</td>
<td>Continuation with the development of basic skills in tests and measures, interventions and patient management in physical therapy practice.</td>
</tr>
<tr>
<td>DPT 621 Clinical Pathology</td>
<td>4</td>
<td>Study of alterations in normal structure and function of the human body with an emphasis on the musculoskeletal, internal organ systems, integumentary, cardiovascular, pulmonary, and central and peripheral nervous systems. Includes pathophysiological conditions typically encountered in the physical therapy setting.</td>
</tr>
<tr>
<td>DPT 631 Clinical Pharmacology</td>
<td>3</td>
<td>Provide a foundation in understanding the medications used across the lifespan to treat a variety of diagnoses commonly seen in clinical practice. Emphasis will be on anti-inflammatory, muscle relaxants, musculoskeletal, neurological, and cardiopulmonary pharmacotherapy in relation to adverse clinical reactions. Additionally, this course introduces pharmacokinetic and pharmacodynamics principles, potential drug interactions seen in patients/clients receiving physical therapy and integrate these principles with common pathologies.</td>
</tr>
<tr>
<td>DPT 641 Professional Engagement I</td>
<td>3</td>
<td>First in a series of seven courses to prepare students as ethical, moral, responsible and accountable physical therapists. Emphasis in the first course on the history of the profession, US healthcare system, Code of Ethics and Core Values.</td>
</tr>
<tr>
<td>DPT 642 Professional Engagement II</td>
<td>3</td>
<td>Second in a series of seven courses to prepare students as ethical, moral, responsible and accountable physical therapists. Emphasis in the second course on introductory legal and ethical issues in physical therapy practice, psychosocial considerations in patient management, and the interdisciplinary team. Students will develop skills in self-assessment of professional behaviors.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>DPT 643</td>
<td>Professional Engagement III</td>
<td>3</td>
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<tr>
<td>DPT 661</td>
<td>Movement Science</td>
<td>4</td>
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<tr>
<td>DPT 732</td>
<td>Clinical Imaging</td>
<td>3</td>
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<tr>
<td>DPT 744</td>
<td>Professional Engagement IV</td>
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<tr>
<td>DPT 751</td>
<td>Critical Inquiry I</td>
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</tr>
<tr>
<td>DPT 752</td>
<td>Critical Inquiry II</td>
<td>2</td>
</tr>
<tr>
<td>DPT 762</td>
<td>Primary Care in Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>DPT 771</td>
<td>Integumentary Physical Therapy</td>
<td>2</td>
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<tr>
<td>DPT 772</td>
<td>Musculoskeletal Physical Therapy I</td>
<td>4</td>
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<tr>
<td>DPT 773</td>
<td>Musculoskeletal Physical Therapy II</td>
<td>4</td>
</tr>
<tr>
<td>DPT 774</td>
<td>Cardiopulmonary Physical Therapy</td>
<td>3</td>
</tr>
<tr>
<td>DPT 775</td>
<td>Neuromuscular Physical Therapy</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>DPT 781</td>
<td>Clinical Experience I</td>
<td>2</td>
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<tr>
<td>DPT 845</td>
<td>Professional Engagement V</td>
<td>3</td>
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<tr>
<td>DPT 846</td>
<td>Professional Engagement VI</td>
<td>2</td>
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<td>DPT 847</td>
<td>Professional Engagement VII</td>
<td>2</td>
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<tr>
<td>DPT 853</td>
<td>Critical Inquiry III</td>
<td>2</td>
</tr>
<tr>
<td>DPT 864</td>
<td>Pediatric Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td>DPT 876</td>
<td>Neuromuscular Physical Therapy II</td>
<td>4</td>
</tr>
<tr>
<td>DPT 877</td>
<td>Orthotics and Prosthetics</td>
<td>2</td>
</tr>
<tr>
<td>DPT 878</td>
<td>Special Populations Physical Therapy</td>
<td>2</td>
</tr>
<tr>
<td>DPT 879</td>
<td>Health Promotion and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>DPT 882</td>
<td>Clinical Experience II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Second of four full-time experiences to provide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students the opportunity for hands-on professional practice under the supervision of a licensed physical therapist. Supervised practice in tests and measures and interventions with patients with multiple morbidities. Practice in the complexities of patient/client management.</td>
<td></td>
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<tr>
<td>DPT 883</td>
<td>Clinical Experience III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Third of four full-time experiences to provide</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students the opportunity for hands-on professional practice under the supervision of a licensed physical therapist. Supervised practice in tests and measures and interventions with patients with multiple morbidities. Continued practice in the complexities of patient/client management.</td>
<td></td>
</tr>
<tr>
<td>DPT 884</td>
<td>Clinical Experience IV</td>
<td>6</td>
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<tr>
<td></td>
<td>Culminating clinical experience course under the supervision of a licensed physical therapist. Students engage in practice with patients of varying complexities and participate in the management of the physical therapy practice setting. Preparation for entry-level practice emphasized.</td>
<td></td>
</tr>
<tr>
<td>DPT 891</td>
<td>Clinical Decision Making in Physical Therapy Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Clinical reasoning and decision-making utilizing case scenarios that require students to develop and modify plan of care based on patient response.</td>
<td></td>
</tr>
</tbody>
</table>
SECTION I: POLICIES AND GENERAL INFORMATION
Doctor of Physical Therapy Program Policies

Many important policies and the URL links are provided here in the Allen DPT Student Handbook. However, students should be aware that policy changes at the institutional level may occur at any time and may result in a new link. If the link in this Handbook does not go to the desired policy, then students should go to the Allen College Policy Library webpage and find the latest policy. That link is as follows: https://www.allencollege.edu/policies-amp-procedures.aspx

The DPT Student Handbook is updated annually just before a new cohort of students is admitted or as warranted. Students in Years 2 and 3 are informed of changes in the Handbook as the changes occur. Students having difficulty locating a policy may always contact the program director or faculty advisor for assistance.

Student Code of Conduct

Purpose:
The purpose of this policy is to outline student professional behavior and conduct violations warranting intervention at the program level and to outline the DPT program departmental intervention, remediation, and disciplinary procedures in response to a student professional behavior or conduct violation. This policy exists to govern the intradepartmental actions taken in response to a student professional behavior and conduct violation and exist to ensure fairness and consistency in response for the student, faculty, Doctor of Physical Therapy program, clinical education sites, and Allen College.

Recognitions:
This policy governs issues of professional behavior and conduct and is not intended to provide guidance on student issues pertaining to academic performance, clinical safety or proficiency. This policy recognizes that individual course syllabi may contain conduct and professional behavior standards which dictate and impact a student’s successful completion of individual course requirements. This policy is not intended to provide guidance on student assessment in individual courses. However, this policy does cover any student actions while acting as a student and representative of the Allen College Doctor of Physical Therapy Program, including but not limited to:

1. Participation in any Allen College coursework (live, virtual, or otherwise)
2. Communication with any member of the Allen College community in any format including written, verbal, nonverbal, and electronic communications
3. Communication and/or participation in or with a clinical site of the Allen College DPT program including written, verbal, nonverbal, and electronic communications as well as live and virtual interactions and/or participation
4. Communication with any member of the community including written, verbal, nonverbal, and electronic
5. Service and service-learning activities (live, virtual, or otherwise)
6. College sanctioned events, including live, virtual, on or off campus events, and professional conferences

Policy:
Professional behavior and conduct of an Allen College DPT student is defined as actions and demeanor consistent with upholding the integrity of Allen College and the profession of physical therapy.
Student conduct and behavior deemed inconsistent with professional behavior is subject to intervention by program faculty under this policy. Professional behavior and/or conduct violations may include, but are not limited to, conduct inconsistent with:

1. Professional Behaviors for the 21st Century Standards
2. The APTA Core Values
3. The APTA Code of Ethics
4. The Allen College Academic Integrity Policy
5. The Allen College Social Networking Policy
6. The Allen College Student Disciplinary Action Policy

The following behaviors would also be considered violations of appropriate student conduct and professional behaviors while enrolled in the DPT program at Allen College:

1. The use of profane language in any teaching setting (live, virtual, or otherwise)
2. Bringing a weapon of any kind onto campus or into the DPT labs
3. Threatening or committing acts of physical or psychological violence in any form
4. Harassing behaviors, sexual or otherwise
5. Consensual or nonconsensual sexual misconduct
6. Theft
7. Fraud
8. Negligence resulting in injury
9. Bullying behaviors
10. Treating faculty, staff, or fellow students in a disrespectful manner
11. Demonstrating discriminative action or speech pertaining, but not limited to, an individual’s, race, age, ethnicity, religious affiliation, gender identity, sexual orientation, or any other group protected under federal law, state law or existing Allen College policies and procedures.
12. Proselytization (proselytization is defined as aggressively and/or harassingly trying to convert, recruit, or induce someone to join one’s own political cause or to espouse one’s own doctrine)
13. Being under the influence of alcohol or drugs while participating in any formal Allen College DPT live or synchronous virtual coursework.
14. Being in possession or under the influence of alcohol and/or illegal substances while on Allen College grounds
15. Divulging any Allen College or UnityPoint Health online username and password
16. Refusing to participate in required DPT coursework (live, virtual, or otherwise)
When faculty are made aware of professional behavior or conduct violations, the following procedure is to be followed:

1. The individual faculty member shall assess the individual conduct violation for its severity. The individual faculty member reserves the right to address a conduct violation in real-time with the student. The faculty shall document any such interaction, even if faculty perceive a real-time intervention to have been sufficient and appropriate to resolve the situation.

2. Any professional behavior or conduct deemed in violation of the Allen College DPT Student Code of Conduct shall be referred the DPT Program Director. If the DPT Program Director is the referring faculty, the referral shall be made to the Dean of the College of Health Sciences.

3. DPT Program Director or (or Dean as per subsection 2) will convene a faculty panel. The panel shall consist of no less than 2 core faculty members, excluding the program director, the faculty member bringing forth the alleged violation, and the student's faculty advisor.

4. The faculty panel shall meet with the faculty member and review the violation and any evidence brought forth. This meeting may occur live or via virtual means.

5. The faculty panel will meet with the student to obtain student feedback on the violation. This meeting may occur live or via virtual means and will take place no later than 5 business days from the meeting with the concerned faculty member. The student’s faculty advisor shall be present as a student advocate. In the event the faculty advisor is the referring faculty member an alternate advocate may be chosen by the student. The student may also choose an alternate student advocate if they wish.

6. After meeting with both faculty and student, the panel will determine whether a violation of the student code of conduct has occurred. If a violation is determined to have occurred, faculty will decide which tier level the violation is consistent with based on the table listed below.

7. Faculty shall provide the DPT Program Director with a written summary of their findings and a recommendation on corrective action based on the tiers of conduct violation table listed below. If the Program Director is the faculty bringing forth the original concern, this summary and recommendation shall be given directly to Dean of the College of Health Sciences. Delivery of this summary/recommendation shall occur no more than 3 business days after meeting with the student.

8. The Program Director (or Dean in the case of section 7 above) shall review the written recommendation and reserves the right to have additional conversations with the concerned faculty, the student in question, and/or the faculty panel. The student’s faculty advisor or designated advocate (consistent with section 5 above) shall be present if the Program Director has any additional conversations with the student.

9. The Program Director shall make a final decision on appropriate action within 5 business days of receipt of the written recommendations. The Program Director reserves the right to agree to, modify, or overrule the recommendations of the faculty panel.
10. Any recommended intervention short of student dismissal will be enacted intra-departmentally. Implementation of the recommended intervention will be completed by the referring faculty member in cooperation with the student’s faculty advisor.

11. Any recommendation for student dismissal will be made directly to the Dean of the College of Health Sciences by the Program Director.

<table>
<thead>
<tr>
<th>Level of Violation</th>
<th>Description</th>
<th>Action</th>
</tr>
</thead>
</table>
| 1                  | 1. Single/First time Code of Conduct Violations excluding those outlined in levels 2 or 3. | • Student/Advisor/Faculty member meeting  
• Outline nature of violation and expected corrective action  
• Written warning to student (signed by student, referring faculty, and faculty advisor or representative)  
• Core Faculty review of student performance at 2 months  
• Core faculty recommend no further review or progression to level 2 |
|                    | 2. Repeat occurrences (2+) of same code of conduct violation after level 1 intervention, excluding those outlined in level 3. | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
| 2                  | 1. Repeat occurrences (2+) of same code of conduct violation after level 1 intervention, excluding those outlined in level 3. | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 2. Multiple (3+) individual/separate code of conduct violations during course of the DPT program, excluding those outlined in level 3. | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 3. Failure to correct Code of Conduct violations as outlined in Levels 1 and 2. | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 2. Single/First time or repeated occurrences of:  
• Threatening or committing acts of physical or psychological violence  
• Consensual or nonconsensual sexual misconduct  
• Intentional damage to college or personal property  
• Substance abuse while engaged in college or clinical activities | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 3. Failure to correct Code of Conduct violations as outlined in Levels 1 and 2. | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 2. Single/First time or repeated occurrences of:  
• Threatening or committing acts of physical or psychological violence  
• Consensual or nonconsensual sexual misconduct  
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• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 3. Failure to correct Code of Conduct violations as outlined in Levels 1 and 2. | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 2. Single/First time or repeated occurrences of:  
• Threatening or committing acts of physical or psychological violence  
• Consensual or nonconsensual sexual misconduct  
• Intentional damage to college or personal property  
• Substance abuse while engaged in college or clinical activities | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
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• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 3. Failure to correct Code of Conduct violations as outlined in Levels 1 and 2. | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 2. Single/First time or repeated occurrences of:  
• Threatening or committing acts of physical or psychological violence  
• Consensual or nonconsensual sexual misconduct  
• Intentional damage to college or personal property  
• Substance abuse while engaged in college or clinical activities | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
|                    | 3. Failure to correct Code of Conduct violations as outlined in Levels 1 and 2. | • Core Faculty/Student meeting  
• Outline nature of repeated violations and expected corrective action  
• Written behavioral learning contract (signed by student, faculty advisor, and Program Director)  
• Core faculty review at 3 months. Review will occur sooner if additional violations occur.  
• If improved, core faculty recommend additional 3-month review.  
• Sustained improvement at 6 months, core faculty will recommend termination of regular reviews.  
• Failure to progress or repeat occurrences, faculty recommend progression to level 3. |
• Theft
• Fraud
• Negligence resulting in injury
• Bringing a weapon of any kind onto campus or into the DPT labs

Academic Progression

The full policy on Academic Progression may be found at the link noted above. Students progress as a cohort throughout the program, and each semester is a prerequisite for the next. Progression within the program is dependent upon satisfactory completion of all didactic coursework which will use letter grades. Students are expected to meet all of the requirements outlined in each course syllabus. Faculty members intend that students achieve grades of “B” or better in each didactic course in the program and are committed to advising students in achieving that goal. Students are allowed two course grades of “C” (see further clarification in B.1. below), but students must maintain a cumulative GPA of 3.0. Dropping below a cumulative GPA of 3.0 will result in academic probation.

Clinical Experience (clinical education) courses are graded on a “Credit/No-Credit” (Pass/Fail) basis, and faculty members intend that students receive credit for all courses. Policies regarding repeating a Clinical Experience course are located in Section II: Clinical Education Policies and Procedures for Students.

Successful completion of all coursework, including clinical experience courses, is a requirement for progression to the next term in the curriculum.

Academic Probation and Dismissal

Academic Probation

A graduate student failing to meet the criteria for satisfactory achievement will be placed on academic probation. A student on probation due to failure to meet the cumulative GPA of 3.0 will be allowed one semester to raise the cumulative GPA to a satisfactory level. Failure to achieve a cumulative GPA of 3.0 after one semester will result in dismissal from the program. Students may be placed on academic probation no more than two times.

Students that fail to meet the cumulative GPA of 3.0 for a third time during the program will be dismissed from the program.

Academic Dismissal

Students are subject to dismissal from the DPT Program in the following situations:
a. Any student who receives more than 2 course grades of C (includes any level of C: C+, C, or C-) at any time during the program will be dismissed from the program.
b. Any student who receives a grade below C- in any course in the curriculum will be dismissed from the program.
c. Students will be allowed to retake one practical exam within a course and must pass all subsequent practicals in that course. Failure to do so will earn a course grade of F. No more than 3 retakes will be allowed during the program. Failure of the fourth practical examination during the curriculum will constitute a course failure (F) of the course in which the fourth failure occurred, resulting in the student’s dismissal from the program at the end of the semester.
d. Any student who is unable to successfully complete a Clinical Experience (clinical education) course will receive a grade of “No-Credit” or “In Progress” and will have only 1 opportunity for remediation. The nature and timeline of the remediation and its effect on student progression through the curriculum may affect the ability of the student to remain with their cohort and/or delay the date of graduation.
e. A student who is unable to successfully complete a second Clinical Experience course will receive a “No-Credit” and will be dismissed from the program.
f. Students are expected to adhere to the attendance policies for all didactic courses, outside professional experiences, and Clinical Experience courses. Failure to do so may result in dismissal from the program.

Students who are dismissed from the Allen College DPT program will not automatically be accepted in a future cohort. Any student who is dismissed from the program must re-apply for admission during a later admissions cycle.

Student Success, Retention, and Remediation

Procedures:
1. All students shall be assigned an academic advisor from core faculty members, with the exception of the Program Director, who would not have advisees. The original assignment will be random, and a student may seek a change of advisors one time with no need for justification.
2. Following each graded course assignment, the faculty member/instructor of record would examine the course assignment for failures and report any failing grades to the student with a message to the student to schedule an online appointment to meet with the instructor (or an onsite meeting if the student is present for an immersion experience.) The academic advisor shall be notified of the request for the student to meet with the instructor of record because of concerns about grades.
3. The instructor of record would include any other core or associated faculty members in the appointment meeting if warranted.
4. During the online (or onsite) meeting, the student would be informed regarding the current grading status in the course and would be offered guidance for remediation and success in the course. The student may receive a remediation plan or be followed by the instructor and academic advisor with regularly scheduled meetings (virtually or onsite) until the student is no longer at risk. The advisor shall be informed of the
outcome of the meeting, and the instructor shall keep a record of the meeting on the Student Meeting Form. The student shall be asked to acknowledge receipt of the record of the meeting and the plan (if any) required following the meeting.

5. Any student who failed to schedule a meeting with the instructor automatically shall be referred to the academic advisor with a notation to the program director. The student shall be asked to meet virtually or onsite with the academic advisor. Any student who fails to arrange a meeting with the advisor shall be referred to the Program Director.

6. At midterm, the grades for each student in all courses shall be reported to the Program Director who would bring “at risk” students to the attention of core and appropriate associated faculty members at a faculty meeting. “At risk” would be defined as any student who has a failing grade in a course at midterm, who is below a 3.0 GPA for all courses at midterm, or who is nearing a point where the student will be unable to earn enough points in the course to raise the grade above failing. Core faculty members could decide to develop a remediation plan or suggest another course of action. Students with C or lower grades at midterm in more than one course shall be automatically required by the Program Director to schedule a meeting with their academic advisor.

7. Students who become “at risk” at any point following midterm grades shall experience the same process: request for a meeting with the instructor of record, notification of the advisor, possible development of a remediation plan by the instructor or academic advisor, referral to the advisor, and notification to the Program Director.

Voluntary Withdrawal from the Program with a Request to Return:

Students may seek a voluntary withdrawal from the program for any reason. Students who wish to return to the program after a voluntary withdrawal must comply with, and are subject to, the following procedures:

1. The student must obtain permission to return to the program by submitting a written request to the Program Director. The written request must comply with the following:
   a. Submitted to the Program Director via their Allen College email address
   b. Indicate the semester the student wishes to return.
   c. Include a statement of willingness to complete any content added to the program during the portion of the curricular plan prior to withdrawal but not completed by the student. (For example, the student completes semesters 1-4 but then takes a voluntary withdrawal. If new course content or a new course is added to a course in semester 4, then the student must enroll in the course and complete that coursework before returning to full-time study in semester 5).
   d. Include an agreement to pay a cohort fee and complete all requirements for admission prior to returning to the program.

2. A student who has voluntarily left the program may only return to the Program at the appropriate sequence within the curriculum (at the beginning of a semester which was uncompleted or the next semester in the curriculum plan following a completed semester). Generally, that return would be approximately 8 to 12 months after withdrawal.
3. The student may only return if a position is available within the cohort to which the student wishes to return. The Program is limited to a specific cohort size by CAPTE, the accrediting agency.

4. To ensure a position in a cohort, a student who withdraws before semester 3 of the first year must apply to return prior to October 1 of that year in order to join the next cohort. Students who leave the program during the final semester of the first year or at any time following that point in the curriculum may have to wait an additional year if a cohort position is not available.

5. A student may only take one voluntary withdrawal and return to the program. A student who has withdrawn for a second time may reapply to the program and start the entire program over, but reapplication does not ensure acceptance in any subsequent year.

Upon receipt of the request, the Program Director will notify the student if a position is available in the requested cohort within 15 days and if any curriculum changes have occurred that would require the student to take units or courses prior to the semester the student wishes to return to full-time study.

The Program Director will recommend to the registrar if the student may audit a course (in the case of a unit within a course) or if the student is required to pay tuition for the course, and a decision will be provided to the student within 30 days after the request is received. The timeframes noted in this section do NOT include weekends, holidays, or days between academic sessions.

This policy relates only to voluntary withdrawal and not to dismissal from the program for academic reasons.

**APTA Membership Policy**

All enrolled DPT students are expected to become and maintain membership to the American Physical Therapy Association (APTA) throughout the program. Membership allows for student access to information and materials that would otherwise require a textbook purchase for some of the Professional Engagement Courses, and APTA resources are useful in many of the clinical practice courses.

Students are expected to adhere to the APTA’s Code of Ethics and the Guide for Professional Conduct. Students are expected to learn the Core Values which the APTA believes reflect professionalism. The core values are as follows: 1. Accountability, 2. Altruism, 3. Compassion/Caring, 4. Excellence, 5. Integrity, 6. Professional Duty, 7. Social Responsibility. Students are expected to practice these values in all courses and activities related to the DPT Program. Membership in the APTA means that students automatically will become student members in their respective state chapter association and will be able to attend and participate in state meetings.
**Attendance/Participation**

Faculty members in the Allen College DPT Program have the philosophy that a professional curriculum differs from undergraduate and other non-professional graduate programs in several ways. One of those differences is the standard for attendance, including arriving on time to all courses and clinical experiences. Specifically, attendance is required at all class sessions, laboratory experiences, clinical experiences, and special course off-campus experiences unless a faculty member has stated otherwise in the course syllabus. You are beginning your professional career and learning professional ethics which includes having a commitment to learning. You are expected to attend all assigned classes and events just as you will be expected to have mandatory attendance in a workplace. You are expected to be motivated to participate in all learning activities and take responsibility for your own learning. Frequent tardiness (3 or more episodes of tardiness) is considered as an unexcused absence. If you must be absent, you are required to provide an explanation and notification, and absences may result in consequences.

As a hybrid program, students are required to complete all asynchronous course content and attend all synchronous sessions (virtual classroom experiences) and on-campus course and laboratory immersions. Student should also be aware that, due to the hybrid/blended nature of the program and the possibility of both faculty and fellow students residing in a variety of different time zones, live (synchronous) class sessions may occur at times that fall outside the normal business hours, including evenings. Students will be made aware of all required class sessions in the syllabus and are expected to make arrangements to be present for class sessions regardless of time. Failure to do so without prior approval of the course instructor will be considered an unexcused absence.

Students must contact the Program Director and the instructor/s of the impacted course/s regarding any absence by sending an email notification. If the student fails to send an email notification to the Program Director and instructors, the absence always will be considered a non-excused absence, and notification does not necessarily result in an excused absence. Program staff, Program Director, and instructors will acknowledge receipt of the email from the student as soon as received or when regular office hours occur and will notify faculty members of the absence.

Because students will be traveling to the Waterloo campus for immersion experiences and because travel may be compromised by weather or other factors, students are encouraged to plan to arrive early on the day before classes start whenever possible. Students should contact the Program Director, instructors, and staff by phone or email if delayed during travel to an immersion experience.

**Weather Delay:**
If an immersive lab date is cancelled by the Program Director or Allen College administration due to inclement weather in the Waterloo area, or areas where face to face labs are being conducted, there will be an immediate rescheduling of the missed immersive lab dates the following week. If the following week is still not feasible, due to safety concerns or travel restrictions for example, the lab dates will be rescheduled as soon as possible.

Students are responsible for all class material. In the event of an absence from class, the
student must make up all class work and demonstrate adequate mastery of concepts or skills covered during the absence. Two or more excused absences per semester or one or more unexcused absence in consecutive semesters is considered excessive and evidence of non-professional performance and may result in disciplinary action, up to and including dismissal. An absence of 1 day of a course is considered one absence during an immersion week. Faculty members may have consequences of absences or tardiness listed in course syllabi. Unexcused absences are not grounds for receiving an incomplete grade in didactic or clinical courses.

Absences from clinical assignments must be reported as described in the portion of this Handbook devoted to policies for clinical education courses. Excused absences due to health condition or personal/family events beyond the student's control may be grounds for an administrative leave by the Program Director and afford the opportunity to receive an incomplete for unfinished course work. However, the Program must be officially notified with proper documentation.

Absence Due to Illness

In the event that a student is absent from class for 3 or more consecutive days, in addition to notification via the absence email, a physician's or dentist's statement covering the absence must be submitted to the Program Director on the first day classes or clinical experiences are resumed.

Other Absences

Reasons for absence may include family crises or emergencies. The student must notify the Program Office when such events require absence from class as described above.

All absences other than those for illness, family crises or emergencies are considered unexcused unless permission has been granted by the Program Director. NOTE: Examinations will not be rescheduled for any personal reasons.

A. Make-up of Work after Absences

The student is responsible for contacting the appropriate faculty members to arrange a satisfactory plan to make-up class work or exams missed because of an excused absence.

Make-up examinations for an excused absence are left to the faculty member responsible for the course. Faculty may choose to alter the format of a make-up exam (i.e., a change from written to oral format), and scheduling of the exam is by agreement between the faculty member and the student. If a final examination is missed and arrangements for a make-up examination cannot be made prior to the deadline for grade submission, the student will receive an incomplete.

Synchronous Session Attendance

Attendance in all synchronous sessions is required unless specified otherwise in a specific course syllabus. Within a hybrid/blended learning environment, synchronous sessions are
considered the equivalent of a live, in-person classroom event. Students are expected to treat them as such. Minimum acceptable standards for synchronous session attendance are as follows:

- Be in an acceptable environment free from external distractions
- Remain in an upright position for the duration of the session. Reclining in lounge chairs or in bed are considered unacceptable engagement in the class session.
- Dress appropriately as you would for a live, in-person class. Casual clothing is considered acceptable unless specified otherwise by the course instructor.
- Web cameras are to remain on for the duration of the session. Your camera may be turned off during breaks only. Failure to keep your web camera on will be considered a student absence and handled according to DPT program policy.
- Log in to the virtual classroom on-time and remain in the synchronous session for the duration of the session.

Logging in more than 5 minutes after the stated start time of the synchronous session without prior approval from the course instructor will be considered tardiness. Logging in past 30 minutes after the start time of a synchronous session/failure to attend a synchronous session will be considered a student absence. Departing the synchronous session before its conclusion without prior approval from the course instructor will be considered a student absence. Tardiness/absences will be handled in accordance with Allen College DPT program policy.

Course faculty retain the ability to place any additional restrictions or requirements on synchronous session participation as they see fit given the requirements of an individual course. Course-specific synchronous session requirements will be outlined in the specific course syllabus at the beginning of the term.

Attendance at Professional Conferences

As an academic institution, the Program strongly encourages students to attend and participate in professional conferences. If a student is in a Clinical Experience course, the student must consult with the DCE to best balance the clinical facility needs with student attendance in professional conferences and avoid an unexcused absence.

Degree Requirements

The DPT Program is a nine-semester sequence. Students must satisfactorily complete a total of 113 credit hours of course work as outlined in the curriculum.
Grading Scale

The following grading scale is used by the DPT faculty members.

<table>
<thead>
<tr>
<th>%</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.9</td>
<td>B</td>
</tr>
<tr>
<td>70-79.9</td>
<td>C</td>
</tr>
<tr>
<td>60-69.9</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades below 70% are recorded as D or F on the transcript as noted above. However, all grades below 70% are FAILING grades which result in expulsion from the program. If the final percentage is less than a whole number, the grade will not be rounded upward. As examples, a grade of 69.8% will not be rounded to 70%, nor would a grade of 89.9 be rounded to 90%, etc.

Student Lab Participation and Health Disclosures in Didactic, Laboratory or Clinical Assignments

By the very nature of the profession, the physical therapy program is a hands-on curriculum. Each student is expected to serve as a practice subject (or patient simulator) for other students while in the physical therapy program. Students objecting to this expectation or 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 written request to the instructor for reasonable accommodation. Students are required to make any physical limitation that may limit his/her ability to participate in lab activities known to the course instructor prior to the academic term and to student partners prior to each lab activity. Failure to disclose limitations within one week of the beginning of the academic term or prior to each lab activity indicates consent to, acknowledgement of and acceptance of any inherent risks involved in all lab coursework. For safety purposes, a student with any health history that may be a precaution or contraindication, is strongly encouraged to disclose this information to the appropriate instructor.

Any student practicing a skill on a classmate has 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 purpose of demonstration must be accompanied by a parent or legal guardian. The parent or legal guardian must sign an informed consent making him/her aware of the potential risks associated with the minor's participation.

Students will participate in lab activities, including simulations, unless a health or physical condition limits the ability to participate. Students will often serve as a patient for checkoffs, practical exams, and simulations during immersion experiences and other class activities.

Students serve as patient and therapist models for their classmates for many different activities/techniques. This participation allows each student the opportunity to practice on live patient models with a variety of body types. Students participate in labs as patients and as physical therapists. The student has the right to refuse to serve as a subject for demonstration without prejudice by the faculty if an injury or limitation has been disclosed.

If a student sustains an injury or has a health change during an academic term and this health change may prevent full participation in clinical instruction, then the student must fully disclose injury/health condition and its consequences to the course instructor as soon as possible and a physician’s report may be required.

Treatment of Student Injuries

“Casual” or “informal” physical therapy treatment for a disclosed or undisclosed injury will not be provided by any of the faculty to students during or outside of class time. Use of a student as the “demo” patient should not be interpreted as physical therapy treatment. If a student wishes to seek physical therapy treatment for an injury, the student must schedule an appointment in a structured clinical setting to ensure a thorough exam and focused and consistent treatment.

Library

Barrett library houses books and DVDs, with journals and other electronic databases accessible online. Interlibrary loan from other libraries in the area and throughout the United States also is available. Students can access the library from off campus anywhere by logging on using PRIMO. Additional information regarding library hours, staff and offerings can be accessed at http://www.allencollege.edu/library.aspx
Practical Examination Policy

Purpose:
The purpose of this policy is to outline the expectations and standards for performance of psychomotor skills assessed by practical examinations. This policy exists to set a clear level of academic achievement for practical examinations and a procedure for remediation should that level not be met.

Policy:
It is imperative that physical therapists are competent and safe performing hands on psychomotor skills. It is expected that DPT students at Allen College achieve a grade level performance of 70% on practical examinations. They are also required to pass all safety components of the practical. If these grade levels are not met the following procedures will be followed.

Procedures
1. Should a student not achieve the above outlined grade performance they need to meet with the grading instructor
2. Once the grading instructor and student have met, they will decide on a time to re-take the practical examination within the same immersive lab session.
3. The performance on the re-take must meet the academic level outlined in the above policy. If the student passes the re-take grade will be recorded as a 70%, regardless of performance.
4. Students are allowed to re-take only one practical exam within a course and must pass all subsequent practical exams in that course. Failure to do so will earn a course grade of F, and the student will be dismissed from the program.
5. According to the academic progression policy no more than 3 retakes will be allowed during the program. Failure of the fourth practical examination during the curriculum will constitute a course failure (F) of the course in which the fourth failure occurred, and the student will be dismissed from the program.

Readiness to go to the Clinic Policy

The College supports the professional judgment of the core faculty regarding academic regulations and professional behavior expectations of students through approval of the DPT Student Handbook in which such policies are contained. Academic regulations and professional behavior expectations that impact course grades are also contained in course syllabi. Faculty members may provide input into academic policies and procedures during the review of the DPT Student Handbook at the annual faculty retreat or to ask for consideration of academic policies and procedures during faculty meetings if an event occurs.

Core faculty members expect students to demonstrate that they are competent and safe prior to engaging in clinical education
Core faculty members have determined that students must pass all preceding academic courses successfully before being approved to begin clinical education courses. Subsequently, all academic and clinical courses must be successfully completed for continued progression in the curriculum in accordance with the established student progression policy.

Core faculty determine which skills students must demonstrate competent and safe performance prior to engaging in clinical education. This determination will be made annually at the faculty retreat by reviewing all clinical experience syllabi and the suggested PTMACS expectations and comparing them to curricular content and all prior courses in the DPT curriculum. All practical exams are expected to contain critical safety elements that must be met as a condition of passing any practical exam.

The DPT Program core faculty also reserve the right to withhold a student from a Clinical Experience course for failure to display and/or show progress toward improving appropriate professional behaviors. Criteria for withholding a student from a Clinical Experience due to professional behaviors include:

a. Any student not making documented progress on a level 2 code of conduct violation (as defined by our policy)
b. Any student not making documented progress on a formally documented remediation program or learning contract for professional behaviors.

The DCE and the other core faculty, collectively, make the final assessment regarding whether a student is safe and ready to progress to clinical education. This determination must be made and communicated to the Director of Clinical Education with sufficient leeway for the DCE to address any potential remediations, delays, or cancellations in conjunction with clinical education placement sites.

Student progression is discussed throughout each term during regularly scheduled DPT faculty meetings which are attended by all core faculty, including the DCE. Near the end of each term preceding a clinical experience course, the DCE requests input from each core faculty member regarding student readiness to progress to clinicals. Core faculty will provide input no later than 5 days after the completion of the last scheduled final assessment of the term. Core faculty will formally approve/not approve each student for readiness to progress to clinical education via email. All students must receive approval to progress to clinical education from a 2/3 majority of the core faculty. The DCE will retain a record of these approvals prior to each clinical experience.

Associated faculty are required to inform the DPT Program Director of concerns regarding a student’s progression to clinical education prior to the end of term so the Program Director may bring those concerns to the attention of the core faculty and DCE. The decision regarding readiness to progress to clinical education is made exclusively by core faculty, however.

All decisions regarding student readiness to progress to clinical education will be made in accordance with established policies and procedures on academic performance and professional behaviors.
Student Dress Code

Classroom Attire – Synchronous Sessions

Dress appropriately as you would for a live, in-person class. Casual clothing is considered acceptable unless specified otherwise by the course instructor.

Classroom Attire – Immersion Lab Experiences

Allen College or facility issued ID badges must be worn at all times, and clearly visible. Since most physical therapy classroom and lab spaces are located inside of Allen Hospital, appropriate attire and closed-toe shoes must be worn at all times, except while inside the lab classroom. Students should refrain from any attire that distracts from or interferes with the learning environment.

Attire at Other Activities

Faculty members will provide guidance about appropriate attire for off campus activities and for the anatomy lab. Students are requested to dress professionally when they or their classmates are making formal presentations to the class or when guest speakers from the community are scheduled to conduct class.

Skills Laboratory Attire

Clinical skills labs will require students to examine, palpate, apply treatment modalities, and practice therapeutic exercise. Acceptable, proper laboratory attire includes loose fitting athletic shorts, halter tops, sports bras or swimsuit tops, shirts, and closed-toe flat shoes. Students are expected to have lab attire available for all scheduled lab sessions, unless informed otherwise by the instructor. A student may be dismissed from the lab for failure to be properly attired or prepared for lab sessions. No perfumes or cologne should be worn due to allergies and sensitivities of simulated patients. Nails are to be kept trimmed and good personal hygiene is expected at all times. Students are expected to adhere to any personal protective equipment requirements as prescribed by the instructor. Body piercings that potentially interfere with the full participation of the student or his or her classmates in any laboratory or clinical activities must be removed.

Anatomy Laboratory Attire

It is recommended that students wear gloves while working with cadavers. Additional information about attire in the anatomy laboratory may be provided by the Anatomy instructor.

Style Manual

Consistent with the professional journals in physical therapy, all DPT assignments and reference citations must be in AMA format. A sample guide is available at https://owl.purdue.edu/owl/research_and_citation/ama_style/index.html
Time Limit for Completion of the Program

Every student must successfully complete all degree requirements within 18 months of the graduation date of the cohort with which they originally entered.

Use of Allen College Facilities Outside of Class Time

Physical Therapy students are free to use the facilities as needed when they are not in use for a class. Access to the facilities is allowed via use of faculty, staff or student ID. Every student is issued an Allen College ID card. This card will give each physical therapy student access to the physical therapy labs and study areas. Facilities are accessible for use between 5:00 am and 12:00 am Central Time. The lab and study areas are not available between 12:00 am and 5:00 am Central Time to allow facility service activities to occur. Laboratory access outside of class time allows students to practice and refine skills and procedures. Students should not practice skills or modality procedures on a classmate until the appropriate instruction has been received within the curriculum. Therapeutic modalities and other lab equipment are not to be used by students without prior approval of the appropriate instructor. Faculty members are expected to inform students of the specific equipment which should be used for practice outside of class time. Students should not use the DPT lab or research space or equipment for personal routine exercising.

Students are not licensed physical therapists and should NEVER provide intervention (treatment) to a classmate or outside party for an actual injury or impairment.

In order to provide a safe learning environment and reduce risk of injury, students must use all equipment in a proper manner, and must store equipment as directed by the course instructor. The program maintains equipment inspections. Students must follow equipment use instructions and must report any damaged or malfunctioning equipment to the course instructor. Students are expected to clean and sanitize all equipment before and after use.

Student Input

The program values student input, and opportunities for suggestions, feedback, grievances, or other forms of input are provided in several ways. Students have the opportunity to provide course evaluations as established by the College. Students have the opportunity for input regarding academic policies through class officers who meet periodically with the program director or designee or through scheduling a meeting with the program director or designee. Students have the right to evaluate the curriculum at a minimum of the final semester, and even after completion of the program, graduates will be asked to evaluate the curriculum and policies and to provide feedback. Students have the right to indicate preferred clinical site placements as instructed by the DCE. Students have the right to an academic advisor and to consult with the advisor regarding academic and professional issues.
Allen College Policy Library

Many of the Allen College policies listed below are located on the website in the Policy Library. That link is as follows:
https://www.allencollege.edu/policies-amp-procedures.aspx

Academic Accommodations for Students with Disabilities

2-D-800-04 Academic Accommodations for Students with Disabilities.pdf
(allencollege.edu)

Academic Calendar

http://www.allencollege.edu/academic-calendar.aspx
The student should be aware of the College’s Academic Calendar which may have implications for semester dates and financial aid. However, this hybrid program is designed to have online learning with immersion weeks on either the St. Louis campus (first semester) or the Waterloo campus (all semesters). Semester Calendar dates for the Program are provided as an appendix to this Handbook and onsite, immersion dates for the first year will be provided approximately 2 months before the semester starts. However, dates are subject to change with immediate notice for emergency situations outside of the control of the College.

Academic Integrity


Academic Resources

http://www.allencollege.edu/academic-resources.aspx

Credit Hour Allocation

https://www.allencollege.edu/filesimages/Current_Students/Policies_Procedures/3/2-C-900-10 Credit Hour Allocation.pdf

Criminal Background Checks

https://www.allencollege.edu/filesimages/Current%20Students/Policies_Procedures/2-C-800-02%C2%B0%20Criminal%20Background%20Checks.pdf
Comments or Complaints that Fall Outside of Due Process

Occasionally, students and graduates are asked how a patient or family member, employer or other party not formally associated with Allen College may provide feedback to the program. Often, that feedback is positive, but regardless of the nature of the feedback and particularly for complaints from these persons, students should provide contact information for the Program Director or for the Dean of the School of Health Sciences. Please note that the program values comments or concerns that allow for improvement of the Doctor of Physical Therapy program. Comments should be sent in writing to Program Director, Dr. Eric Arguello, Eric.Arguello@allencollege.edu or Dean, Dr. Peggy Fortsch, Peggy.Fortsch@allencollege.edu. Students are prohibited from any retaliation following a complaint submission.

Copyright Guidelines


Drug and Alcohol Abuse Prevention


Employee Assistance Program – Allen Counseling Center


Essential Functions

Document located in the Appendix

Fair Treatment Policy for Students (includes grievance procedure)


Family Educational Rights and Privacy Act (FERPA)

https://www.allencollege.edu/filesimages/Current%20Students/Policies_Procedures/2-R-800-02-FERPA.pdf

First Day of Attendance
Gender Expression and Student Rights


Graduation Policy


Guidelines for Submitting Suggestions or Concerns

https://www.allencollege.edu/filesimages/Current%20Students/Policies%20and%20Procedures/2/S-800-08-Guidelines-for-Submitting-Suggestions-or-Concerns.pdf

How the Institution Packages Financial Aid For Students


Incomplete (I) or In Progress (IP) Grade


Last Day of Attendance Policy


Leave of Absence (Withdrawal Policy)

Minors on Campus


Personal Electronic Devices Policy


Pregnant Student Policy


Recruitment Policy


Refund and Repayment Policy


Registration

http://www.allencollege.edu/registration.aspx

Residency Policy for State Scholarships and Grants


Satisfactory Academic Progression for Financial Aid

Sexual Harassment Policy


Social Networking Services Policy


Student Disciplinary Action

https://www.allencollege.edu/filesimages/Current%20Students/Policies_Procedures/2/2-D-100-01-Student-Disciplinary-Action.pdf
Student E-mail and Computer Lab Access Policy


Student Financial Aid Enrollment Status and Changes in Enrollment Status


Student Injuries or Exposures to Blood-borne Pathogens in Clinical Settings


Student Support Person


Terms and Conditions of Federal Work Study (FWS) Employment


Testing Accommodations for Limited English Proficiency Students


Transportation and Storage of Hazardous Materials and Waste

Document located in the Appendix
Use of Information Technology Resources


Verification of Student Identity


Writing Assistance

http://www.allencollege.edu/academic-resources.aspx#Writing Assistance
SECTION II: CLINICAL EDUCATION (CLINICAL EXPERIENCE)
POLICIES AND PROCEDURES FOR STUDENTS

Overview

Clinical Education is an essential and required component of the Doctor of Physical Therapy curriculum. These experiences provide students with opportunities to integrate the cognitive, affective, and psychomotor skills learned in the classroom. Clinical experiences will include exposure to patients with a variety of diseases and conditions across the lifespan and continuum of care.

Structure of the Clinical Education Program

The Clinical Education program consists of four clinical experience courses. The Clinical Experience courses are integrated throughout the DPT curriculum to provide students opportunities to attain a progressively higher level of independence in clinical performance and management of patients. All Clinical Experience courses are full-time clinical education experiences. Specific details of each course and its placement in the curriculum can be found in the curriculum table as well as the syllabi.

Students must demonstrate sufficient scope and breadth of activities in their Clinical Experience across the continuum of care, the lifespan, and representative of diagnoses commonly seen in physical therapy practice. At a minimum, this must include at least one inpatient and one outpatient experience.

Clinical Education (Clinical Experience) Faculty

In addition to the duties described above, the DCE has responsibility for the coordination, development, and evaluation of all clinical faculty members as warranted. Clinical Education Faculty members are respected individuals of the professional community who collaborate with the academic program in the delivery of the clinical education program. Clinical education faculty members contribute to the design, implementation, and assessment of the curriculum plan, mission, and philosophy of the Program through formal and informal feedback processes. The Program supports the development of clinical education faculty as teachers and mentors.

Site (or Center) Coordinator for Clinical Education (SCCE/CCCE)

The Site (or Center) Coordinator for Clinical Education (SCCE/CCCE) is the individual at the clinical site who administers, manages, and coordinates the assignment of Clinical Instructors (CIs). The SCCE/CCCE also develops site-specific clinical education programs for the clinical site including designing and coordinating learning activities available at the clinical facility, determining the readiness of physical therapists to serve as CIs, and developing the instructional skills of the CIs. The SCCE/CCCE works with the Program to execute a clinical affiliation agreement. The SCCE/CCCE is the focal
point for communication between the clinical site and the academic program including completing and updating clinical site information and reviewing and providing oversight to the student’s clinical education experience. The SCCE/CCCE also acts as a neutral third party in negotiating conflicts between the CI and the student.

Clinical Instructor (CI)

The Clinical Instructor (CI) is a licensed physical therapist at the facility who is primarily responsible for the direct instruction and supervision of the student participating in the Clinical Experience course.

Clinical Instructor Qualifications

Consistent with the recommendation from APTA, clinical instructors (CI) must have at least one year of post-licensure clinical experience and have the desire to educate physical therapy students in the clinic. Additionally, CIs should have been employed in the facility long enough to be comfortable and knowledgeable with the policies and procedures of the facility/employer and to practice efficacious and ethical patient care. The commitment to clinical education includes the following: a) willingness to complete the documentation required by Allen College, b) understanding of the mission of the DPT program at Allen College, c) desire to design and implement student learning experiences, d) motivation to provide supervision, evaluation, and feedback to students, e) intention to obtain and maintain competencies as a clinical educator through becoming a credentialed CI or through self-learning, f) preparedness in offering expected clinical opportunities for developing the student to engage in interprofessional collaboration and to supervise PTAs and support personnel (as possible), and g) willingness to self-assess and receive feedback from the DPT program at Allen College and to provide input to the program as requested.

Site Procurement

The Director of Clinical Education (DCE) contacts clinical sites to inquire about their interest in establishing a contractual affiliation agreement with the DPT program at Allen College. An emphasis on establishing a variety of settings, locations and types of patient populations play a large part in the decision to seek additional sites. All clinical sites are required to have a fully executed clinical affiliation agreement with the Allen College DPT program prior to the start date of the Clinical Experience.

Students may recommend a site to the DCE. However, the recommendation does not guarantee the execution of an agreement with the site nor the student’s placement at the recommended facility. At the request of clinical sites, students (or anyone acting on their behalf) are NOT permitted to contact clinical facilities or their staff to pursue establishing an affiliation agreement. Likewise, students are not allowed to negotiate any changes to the dates and assigned start/finish times with the clinical site. Failure to abide by this policy will result in disciplinary action.
Clinical Experience Course Assignments

In March of each year, the DCE sends out requests to the SCCE/CCCE for student placements for the following calendar year. When requests are returned, they are uploaded into the Exxat STEPS system.

In order to ensure that students are prepared to sufficiently manage patients across the continuum of care each student will be required, at minimum, to have clinical experiences in an inpatient and outpatient setting. Clinical placements will also take into consideration student opportunities to work with diverse patient populations.

At the appropriate time, students will review the available sites, read about the clinical site in Exxat STEPS, meet with the DCE to discuss their Clinical Experience goals, and list their top preferences. The Exxat STEPS software is used to assist matching students based on site availability and student preferences. The final decision regarding clinical placement for all students rests with the DCE and the DPT Program Director. Students have the right to decline an assignment for any reason including financial, personal, or concern for safety. However, students must be aware that finding an alternate placement may delay graduation.

To prevent conflicts of interest, students are not permitted to complete a Clinical Experience where the student is/was:

- Currently or previously employed
- Current employer of a close family member
- Supervised by a family member or friend
- Site/location where student has a scholarship agreement
- Site/location where student has already accepted an offer of employment
- Site/location at which the student has completed a previous Clinical Experience.

Cancellation of an assignment and/or reassignment to another site may occur at any time prior to and/or during clinical placement due to unforeseen circumstances either of the student or site. Every effort will be made to assist the student in preventing these situations from interfering with graduation. However, at times, circumstances may require altering the student’s desired time frame for graduation.

Geographic Consideration Option for Clinical Placement Wishlists

As a hybrid/blended educational program, the Allen College DPT program recognizes that its students may reside at a variety of locations during the course of the program. As such, the DPT program offers students the opportunity to request consideration of their geographic location when completing their clinical placement wishlists. The process for requesting geographic consideration is as follows:

1. Go into the Exxat system and review placements that are available.
2. Students will see a placement titled “Geographic Consideration” as a placement option.
   a. This is not an actual site.
b. This option will signal to the DCE that you wish for the DCE to attempt to find a placement in the state in which you currently reside.

c. If you wish for the DCE to do so, choose the “Geographic Consideration” and rank it on your wishlist.

d. If actual placement offers which meet your remaining requirements are already available in your state of residence, you should rank them above your “Geographic Consideration” option.

3. By choosing the “Geographic Consideration” option, the student accepts the following:

a. If you rank a clinical site ABOVE the “Geographic Consideration” on your wishlist, you accept being placed at that site over attempting to find one closer to home.

b. Ranking “Geographic Consideration” as your FIRST CHOICE means you wish for the DCE to attempt to find a placement instead of going to one of those currently offered.

c. If the DCE is successful at finding a site closer to your current residence, you MUST accept that placement.

d. If the DCE is UNABLE to find a site closer to your current place of residence, you will be placed by the DCE at whatever clinical sites are still available.

e. You understand that a site located for you by the DCE may still require you to engage in a significant commute, travel, or relocation to another location for the duration of the clinical and that any and all expenses incurred are still the responsibility of the student as outlined in the manual.

The DCE will use your CURRENT PLACE OF RESIDENCE AS LISTED IN YOUR EXXAT STUDENT PROFILE when consideration your geographic consideration request.

Selection of the “Geographic Consideration” option should never be interpreted as a guarantee of clinical placement within your current state of residence.

Students may request “Geographic Consideration” a maximum of 2 times during the DPT program. “Geographic Consideration” requests which do not ultimately result in a placement within the student’s state of residence will still count toward the 2 request total.

The “Geographic Consideration” is exactly that, a consideration. The DCE’s priority will remain finding clinical placements which meet the student and program’s requirements in terms of lifespan, continuum of care, and diagnoses representative of those typically encountered in physical therapy practice. All clinical experience placement decisions remain at the final discretion of the DCE.

**STUDENTS MUST NEVER REACH OUT TO POSSIBLE SITES ON THEIR OWN.** SEE YOUR STUDENT HANDBOOK FOR THE PROCEDURE ON SUGGESTING POSSIBLE SITES TO THE DCE.

**Pediatric Consideration for Option for Clinical Placement Wish Lists**

The Allen College Doctor of Physical Therapy program contracts with multiple pediatric physical therapy clinical sites. While some pediatric sites choose to offer placements during the annual spring
placement request, many sites require the DPT program to contact them specifically when there is a student with a specific interest in pediatrics. Several sites also require an interview before offering a placement. As such, the DPT program offers students the opportunity to request consideration for a pediatric placement when completing their clinical placement wishlists. Students interested in participating in a pediatric clinical experience should engage in the following process:

1. Go into the Exxat system and review all available placements, including pediatric placements.
2. Students will see a placement titled “Pediatric Consideration” as a placement option.
   a. This is not an actual site.
   b. This option will signal to the DCE that you wish for the DCE to attempt to find a pediatric placement.
   c. If you wish for the DCE to do so, choose the “Pediatric Consideration” and rank it on your wishlist.
3. By choosing the “Pediatric Consideration” option, the student accepts the following:
   a. If you rank a clinical site ABOVE the “Pediatric Consideration” on your wishlist, you accept being placed at that site over a pediatric clinical site.
   b. Ranking “Pediatric Consideration” as your FIRST CHOICE means you wish for the DCE to attempt to find a pediatric placement before considering any other sites on your wish list.
   c. If the DCE is successful at finding a pediatric clinical placement you MUST proceed with completion/participation in all site-specific requirements for placement consideration and accept responsibility for any additional costs for completion of these requirements.
   d. If accepted for the pediatric clinic placement, you MUST accept the placement.
   e. If the DCE is UNABLE to find a pediatric placement, or you are not accepted for placement by the site, you will be placed by the DCE at whatever clinical sites are still available.
   f. You understand that a pediatric site located for you by the DCE may require a significant commute, travel, or relocation to another location for the duration of the clinical and that any and all expenses incurred are still the responsibility of the student as outlined in the manual.

Clinical Site Information

Records of available clinical site information are secured in the Exxat STEPS system. Maintenance of updated clinical site information is considered the responsibility of the clinical site and its clinical faculty. Students will have access to clinical site information via the Exxat STEPS system to assist with planning their clinical education.

Methods of Evaluation

Clinical instructors will rate student competence at both midterm and at the end of the clinical experience using the electronic version of the PT MACS located in Exxat. Students are required to self-assess using the PT MACS at midterm and final
evaluations. These self-assessments should be shared with clinical instructors PRIOR to the clinical instructors reviewing their PT MACS ratings with the student. Requirements and timelines for submission of the necessary documentation will be provided to students in their course syllabus prior to the beginning of the clinical experience.

At the end of each Clinical Experience course, students must complete an evaluation of the clinical experience and review it with the clinical instructor AFTER the instructor discusses the final PT MACS with the student.

Students should notify the Director of Clinical Education as soon as any concerns arise regarding the clinical instructor and/or clinical experience. The DCE will discuss the issue and options with the student and ask the student how to proceed. Failure to notify the DCE as soon as possible significantly limits the ability of the faculty to assist the student with successful completion of the course which may delay the date of graduation.

The Director of Clinical Education is responsible for assigning the student’s grade of Credit/No-credit (pass/fail). The grade assigned depends on the student’s clinical competence as evidenced by the clinical instructor’s ratings on the final PT MACS, verbal and/or written feedback from the clinical instructor, and completion of any and all clinical and academic assignments.

Clinical Site Visits

The DCE will complete a minimum of one site visit per student. This site visit may occur during any one of the four Clinical Experiences. The DCE will contact all clinical sites near midterm of the course if a site visit is not planned. The DCE and program director will always be available by telecommunications for the student, SCCE/CCCE, or CI.

General Clinical Education Policies and Procedures

American with Disabilities Act (ADA) Requirements

Due to the ADA privacy requirements, the faculty and staff of the Program are prohibited from discussing any disability with the clinical site without specific authorization from the student. If written permission to disclose is provided by the student, the DCE will discuss the disability with the SCCE/CCCE and CI and request for the appropriate accommodations to be made prior to the student’s arrival. In addition, students are strongly encouraged to continue a proactive, open dialogue about their educational needs with both the academic and clinical faculty. If problems arise which cannot be resolved, the DCE should be contacted. Retroactive disclosure of a documented disability will not change performance assessment. Students are strongly encouraged to disclose relevant information prior to beginning a clinical education experience to ensure successful completion.
Attendance

While on any Clinical Experience, the student is expected to follow the work schedule of their assigned CI(s), including weekends and holidays (regardless of Allen College holidays). Clinical Experience courses I-IV are considered full-time. Full time is defined as at least 40 hours per week. Attendance is mandatory for scheduled work hours. Clinical practice may involve arriving early and/or staying later than scheduled times. These occasional fluctuations in work schedules are considered a normal part of clinic operations, and the student is expected to arrive and leave in accordance with the arrival and departure times of the CI unless directed otherwise by the CI or SCCE/CCCE.

Students are required to report any absences to the Director of Clinical Education on or before the occurrence in addition to contacting the clinical instructor (CI) prior to the start of the workday or as directed by the CI. Students may be required to make-up absences. Multiple absences may result in termination of the Clinical Experience course and a “No-credit” grade assigned for the course. Students are prohibited from negotiating their work hours and/or days with the CI without PRIOR approval from the Director of Clinical Education (DCE). Failure to observe this policy may result in disciplinary action for the student.

A student may have to abstain from starting or be unable to complete a clinical experience due to illness, injury, or other conditions. The program will work with the clinical site to determine if the student is able to complete the experience when possible or if the DCE needs to find an alternate site for the student.

Students are expected to report any change in health or medical status that occurs either before or during a Clinical Experience course that will cause a prolonged impact on attendance. The change in status should be communicated directly to the Director of Clinical Education as soon as medical confirmation is received so that a proper student-specific plan may be put in place for the completion of the affected Clinical Experience course(s). The DCE will notify the clinical site.

Supervision

In accordance with the recommendation of the American Physical Therapy Association (APTA), the Allen College DPT program requires that students MUST receive direct personal supervision by a licensed physical therapist at all times when providing direct patient care. This requirement means the clinical instructor is physically present and immediately available.

In addition, Medicare Part B requires that the supervising physical therapist be in the room for the entire treatment session to direct the service and make the skilled judgement regarding the patient’s care that the student provides.
Punctuality

Students are expected to report to the clinical facility on time every workday. **Tardiness is not tolerated** and may impact the ability to successfully complete the Clinical Experience. Clinical instructors and/or SCCEs/CCCEs are requested to notify the DCE of student tardiness so the appropriate actions may be taken.

Clinical Education Student Dress Code

Unless stipulated otherwise by the clinical site, professional business attire is required during Clinical Experience courses. This attire includes covering the chest, preventing the exposure of the chest, undergarments, or mid-section during all movements or positions, and the wearing of closed-toe, non-slip, and stable footwear for safety and infection control. Either Allen College or site-required identification badges must be worn at all times. No perfumes or cologne should be worn due to allergies and sensitivities of patients. Nails are to be kept trimmed and good personal hygiene is expected at all times. Students are expected to adhere to any personal protective equipment requirements as instructed by the CI.

Communication Expectations

The DCE and academic faculty maintain an “open door” policy with regard to communication throughout a student’s tenure. While on clinical education experiences, the DCE is in contact with students and CIs in a variety of ways. Several avenues exist for students and clinical faculty to communicate with the DCE and the DPT program. Students are expected to follow the program and course expectations regarding timely communication with program faculty and staff while completing their Clinical Experience. Students receive an on-site visit, conference call, or electronic check-in for every full-time clinical internship. The purpose of the contact is to assess the student’s clinical progress at that facility, as well as the student’s progress toward successfully completing the course objectives for the experience.

Confidentiality

Students must comply with HIPAA policies and procedures. In addition, strict confidentiality regarding business practices is expected. Breach of confidentiality will result in immediate cancellation of the placement and may result in disciplinary action.

Any time a student has an ethical, legal, safety, or other concern at the facility, they are advised to contact the DCE and/or DPT program director to report and discuss the concern immediately.

Exxat Student Training and Education Placement Software

The Program uses the Exxat software to manage all information related to student clinical experiences. Students will receive an orientation to the tool during the first
semester and are expected to maintain a current profile and check their accounts on a regular basis in order to obtain important information related to the clinical process.

**Expenses, Transportation and Housing**

Participation in the Clinical Experience I-IV courses may involve costs associated with the clinical experiences. It is the student’s responsibility to cover all expenses including food, parking, and uniforms; transportation to and from facilities; and housing. Travel and living out of town or out of state may be required and may result in additional student expense.

Additionally, sites may have site-specific requirements that exceed the standard requirements of the Allen College DPT program. Site-specific requirements may include but are not limited to interviews, travel to interviews, additional health and safety requirements such as background checks, health screens, or drug screens, and parking. Students are responsible for the completion and financial costs of all site-specific requirements.

Students are also responsible for the costs of any medical care accessed while participating in Clinical Experience courses.

**Health and Safety Regulations and Requirements**

Students are required to maintain updated health and demographic information in Exxat throughout the DPT program. This information becomes available to the SCCE/CCCE and CI on Exxat once a student is assigned to a clinical facility. Required health information includes:

- Criminal Background Check
- Allen College and/or clinical facility signed Confidentiality Statement
- Annual Physical Examination
- Annual 10-panel drug screen
- Current CPR/BLS Certification for Healthcare Providers
- Current Immunizations including
  - Hepatitis B vaccination or signed waiver (Some facilities may NOT accept a waiver)
  - Seasonal influenza
  - MMR or documentation of immunity
  - Varicella or documentation of immunity
  - Tdap
  - Meningococcal
- Tuberculosis screening: Negative PPD or chest x-ray
- Proof of health insurance
- HIPAA training
- OSHA Bloodborne pathogen training
- COVID-19 vaccination status (see below)
Additionally, students MUST check for and complete any additional site-specific requirements once Clinical Experience assignments are communicated.

In accordance with Allen College and UnityPoint Health directives, all Doctor of Physical Therapy program students are required to submit proof of full vaccination against COVID-19 or a qualified exemption. Students wishing to pursue a medical or religious exemption may do so in accordance with current UnityPoint Health directives. Full vaccination against COVID-19 (full vaccination is defined as 2 weeks from receipt of the final dose of a vaccine series) OR proof of an approved exemption will be required before participating in Clinical Experiences I, II, III, and IV. Failure to meet this requirement may result in an inability to participate in Clinical Experiences. Given the sequence of coursework required to complete the DPT degree, such a failure may result in delayed progression in the degree program, inability to complete the degree program, and/or receipt of a grade of “no pass” for Clinical Experiences I-IV. The inability to complete the required clinical experiences within the appropriate timeframe as defined by the DPT curriculum and existing Allen College and DPT Program policies may result in failure and dismissal from the DPT program.

Likewise, all DPT program students are required to comply with the COVID-19 vaccination requirements of any facility with which the Allen College DPT program holds a contractual arrangement. This includes, but is not limited to, the St. Louis University PASE lab (used for DPT 601-Human Anatomy, semester 1) and all clinical sites utilized for Clinical Experiences I-IV. Students should be aware that compliance with Allen College and UnityPoint Health directives or policies on COVID-19 vaccination, including medical and religious exemptions, may not meet the unique requirements of a contracted site. The failure to meet the requirements of a contracted site’s COVID-19 vaccination requirements may result in an inability/delayed progression in the degree program, inability to complete the degree program, and/or receipt of a failing grade and dismissal from the DPT program.

Given the fluid nature of the COVID-19 pandemic, vaccination and/or exemption directives and policies may change at any time. Students should be aware that such changes may affect placements for Clinical Experiences I-IV and may result in changes to or withdrawal from a Clinical Experience placement at any time. In the event of a placement change or withdrawal, the Director of Clinical Education will attempt to find an alternative placement based solely on the educational requirements of the clinical experience. The need to find alternative placement may result in delayed progression in the DPT program, delayed graduation, and additional costs or inconveniences for which the student will be responsible.

**Infection Control and Risk**

Students may be exposed to infectious and contagious diseases during Clinical Experiences. Students must comply with infection control policies and safety procedures at the clinical facility.

**Injury**

All students assume personal and financial responsibility for any and all medical care
and treatment. If a student is injured during a Clinical Experience course, they may seek emergency medical care and treatment, if available at the facility, but may be charged for the services rendered. Neither Allen College nor the clinical site provides accident or health insurance for students and students are NOT covered under workers compensation since they are not employees.

In-services/Educational Presentations/Site-Specific Projects

Students are required to complete one in-service, educational presentation, or site-specific project by the conclusion of Clinical Experiences II, III, and IV. The nature of the in-service, presentation, or project should be mutually agreed upon by the student and clinical instructor, should be of educational benefit to both student and clinical site, and should be manageable in scope for the student to complete successfully. Meeting this requirement should not detract from the student’s hands-on clinical experiences. Students and/or clinical instructors should contact the DCE with any questions concerning the successful completion of this requirement. **The Program does not require an in-service, educational presentation, or site-specific project to be completed for Clinical Experience I.**

Legal Limits and Regulations

Clinical practice involves inherent risk and potential liability. Students should remain aware of these risks at all times while participating in a Clinical Experience course. Patients have the right to know the level of training of anyone providing them care and are entitled to receive the same standard of care as would be provided by a licensed physical therapist. Furthermore, patients have the right to refuse care from anyone at any time. Students are required to identify themselves as students at all times and should never misrepresent themselves as a licensed professional.

The CI and the facility are considered responsible for the care provided to a patient/client at all times. The CI has the responsibility to provide proper guidance and supervision of all patient management activities.
Regulations on physical therapy practice are dictated by the governing board of the jurisdiction in which the clinical site is located. Regardless of level of training, students are required to know and abide by the physical therapy practice act of the jurisdiction in which the Clinical Experience is occurring. Information on the physical therapy practice act for each jurisdiction in the United States may be found at www.fsbpt.org

Public and private third-party payor sources, regulatory agencies, and clinical sites may also have specific regulations on how a student may interact with a patient/client. SCCEs/CCCEs and CIs are expected to remain up to date on the current third-party payor, regulatory agency, and site-specific guidelines on student participation in their clinical location and to adjust their communication, supervision and guidance of the student accordingly during the Clinical Experience.

The American Physical Therapy Association provides definitions of levels of supervision in clinical care as general supervision, direct supervision, and direct personal supervision. The APTA definitions can be accessed at https://www.apta.org/apta-and-you/leadership-and-governance/policies/levels-supervision

Allen College DPT program policy as outlined in the Clinical Experience course syllabi requires students and CIs to maintain “direct personal supervision” at all times during patient care in Clinical Experience I-IV. Failure to observe this level of supervision may be considered grounds for removal of the student from the clinical site and/or assignment of no credit (failure) for the course.

**Professional Liability Insurance**

Allen College provides professional liability insurance coverage for its students ONLY during Clinical Experience courses with limits of $1,000,000 per occurrence and $3,000,000 aggregate. The College shall provide the facility with a copy of a certificate upon request.

Allen College liability insurance does NOT cover students engaged in volunteer or paid employment outside of required coursework.

**Site Policies and Procedures**

Students are expected to comply with all policies and procedures of the clinical site. The clinical site staff is responsible for providing training regarding site-specific policies and procedures AND the student is responsible for ensuring this occurs. Failure of a student to follow a site’s policies and procedures may be grounds for remediation, removal from the clinical site, termination of the experience, and/or assignment of “No Credit” (Fail) for the Clinical Experience course.

**Standard Precautions**

Standard precautions will be observed in all labs, except anatomy (see modified
precautions below), to minimize the risk of transmission of disease. The precautions are:

- Gloves must be worn before touching blood, body fluids, mucous membranes, non-intact skin. Change gloves after contact with each patient.
- Wash hands immediately after gloves are removed. Wash hands and other skin surfaces immediately if contaminated with blood or other body fluids.
- Masks and protective eyewear or face shields must be worn for procedures likely to generate splashes of blood or body fluids.
- Dispose of all sharp items (scalpel blades) in puncture-resistant container located near point of use.
- Do not recap needles or sharps or otherwise manipulate by hand before disposal.
- Mouthpieces or resuscitator bags are handled in accordance with Allen Hospital/UnityPoint Health.
- Waste and soiled linen are handled in accordance with Allen Hospital/UnityPoint Health.
- Blood spills should be cleaned up promptly with an approved chemical germicide or appropriately diluted sodium hypochlorite (bleach) solution.
Appendix

Transportation and Storage of Hazardous Materials and Waste Policy
ALLEN HEALTH SYSTEM
POLICY & PROCEDURE
Title: Transportation and Storage of Hazardous Materials and Waste
Department: House Wide
Effective Date: April 2017
Prepared by: Safety and Security Manager
PURPOSE: To provide for the safe transportation and storage of hazardous materials and waste to protect the patients, visitors, medical staff, team members, and the community environment.

POLICY:
A. All hazardous materials or waste will be properly packaged/ contained and labeled prior to transportation.
B. All hazardous materials or waste will be transported in accordance with applicable policies and procedures, government regulations, and/or Safety Data Sheet guidelines.
C. At no time will hazardous materials or waste be transported through any portion of the Nutrition and Dining Services.
D. All hazardous substances will be stored in accordance with applicable policies and procedures, codes and regulations, and applicable Safety Data Sheet guidelines.
E. Should any hazardous material, waste, or suspiciously contaminated article be received in error by any department, the substance should be isolated and/or containerized (i.e., bags, carton, etc.) The Safety and Security Manager and Environmental Services should be notified for transportation and disposal.
F. Protective clothing (i.e., gloves, gown, and mask) must be used when handling any suspect or known hazardous material or waste when such is not containerized (i.e., linen, syringes, needles, sponges, dressings, IV bags, etc.)
G. The Safety and Security Manager (Hazardous Waste Manager) must be notified for instructions should physical contact be made with suspected cytotoxins, radiological contaminants, hazardous chemicals, vaporous gases, or biological hazards. If the Safety and Security Manager is not available, refer situation to the Director of Plant Operations. The department manager should also be notified of the situation. A First Report of Injury needs to be filled out, and the team member needs to be evaluated in Occupational Health (Emergency Department during off hours).
H. The EPA permit is maintained in Plant Operations.
I. Waste manifests are filed in Plant Operations.
J. All incidents will be reported to the Environmental Safety Committee for review and follow up.

References: TJC: Management of the Environment of Care
Reviewed / Revised Date: 1-EC-04-03: 3/99; Rev. 3/01, 9/04, 9/06, 1/08, 12/10, 2/13, 2/17
Approvals: Policy and Procedure Committee: April 13, 2017
Essential Functions

### ESSENTIAL FUNCTIONS

**Doctor of Physical Therapy Degree (DPT)**

**Allen College – UnityPoint Health**

In compliance with the American with Disability Act, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Dean of Academic Affairs or Admissions Officer to discuss any potential issues associated with meeting these requirements.

Allen College is inclusive and supports students with a wide range of abilities. An inquiry regarding an ability or accommodation is confidential and should be addressed to the ADA Coordinator, Dr. Joanna Ramsden-Meier, at Joanna.Ramsden-Meier@AllenCollege.edu or (319) 226-2004. Dr. Ramsden-Meier is not part of the selection process, and any information provided would remain confidential and entirely apart from the admissions consideration.

The holder of a physical therapy degree must have the knowledge and skills to function in a broad variety of therapeutic situations and provide a wide spectrum of patient care. In order to carry out such activities, the therapist must be able to quickly, consistently, and accurately integrate, analyze, and synthesize data.

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<thead>
<tr>
<th>Issue</th>
<th>Essential Function</th>
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<tbody>
<tr>
<td><strong>Observation</strong></td>
<td>Prospective students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe a client accurately at a distance and up close.</td>
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<tr>
<td><strong>Communications</strong></td>
<td>Prospective students should be able to speak, hear, and observe clients in order to elicit information; examine and treat; describe observable changes in mood, activity, and posture; and perceive non-verbal communication. They must be able to communicate effectively and sensitively in speech, reading, and writing with clients, families, and all members of the health care team.</td>
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<td><strong>Motor</strong></td>
<td>Prospective students should have sufficient motor functions to stabilize and execute the movements required in safe and effective clinical care. This skill requires coordination of both gross and fine motor movements, equilibrium, and functional use of the senses of touch and vision.</td>
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<td><strong>Sensory</strong></td>
<td>Prospective students need enhanced sensory skills such as tactile discrimination and proprioception. This skill includes the ability to discriminate subtle changes in such things as muscle tone and strength.</td>
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<td><strong>Strength and Mobility</strong></td>
<td>Prospective students need the ability to maintain an upright posture with sufficient strength and mobility to transfer clients lacking those same capabilities.</td>
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<tr>
<td><strong>Visual Integration</strong></td>
<td>Prospective students need adequate visual capabilities for evaluation and treatment integration, including the assessment of symmetry, range of motion, muscle tone, and tissue texture changes.</td>
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<td><strong>Intellectual, Conceptual, Integrative, Qualitative, and Quantitative</strong></td>
<td>Prospective students need to be able to problem solve by measuring, calculating, reasoning, analyzing, and synthesizing. They must also have effective organizational skills and be able to employ inductive and deductive reasoning strategies as they engage in basic, applied, and translational research. In addition, students need to be able to comprehend three-dimensional relationships, grasp deep understandings of phenomenon, and understand the spatial relationships of structures.</td>
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<td>Behavior and Social</td>
<td>Prospective students must possess the emotional health required for exercise of good judgment, full utilization of their intellectual abilities, prompt completion of all responsibilities concerning the evaluation and care of clients, and successful development of mature, sensitive, and effective relationships with clients and other professionals. They must be able to tolerate taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainty inherent in clinical intervention.</td>
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</tbody>
</table>
In addition, prospective students must be willing to exhibit professionalism as outlined in the APTA Code of Ethics and personal qualities listed in the APTA Core Values which include Accountability, Altruism, Collaboration, Compassion and Caring, Duty, Excellence, Integrity, and Social Responsibility. Professionalism and Personal Qualities will be subjected to assessment at admission and regularly throughout the educational process.

I have read the above Essential Functions (Core Performance Standards for Admission and Progression) and hereby represent that I can effectively and safely perform the competencies listed. I further agree to exhibit professionalism and personal qualities as noted.

Signed: _______________________________ Date: ________________

Please Print Name: ____________________
## Curricular Categories

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Disclaimer
The Student Handbook is subject to change at any time and applies to accepted and current students.