I. Student Development Committee (SDC) **16.**

5. Doctor of Physical Therapy Program Goals

a) Core Attributes: To promote a culture that

The student is also introduced to the physical therapist's role in disease prevention and health promotion, education, consultation, legislation and policymaking, and administration. The student receives training and engages in scholarly inquiry under the direction and mentorship of a faculty member. The student may also explore topics beyond those required in professional curriculum through elective courses and/or workshops offered by the Department and College.

Each student completes an integrated clinical experience (ICE) and three full time clinical education experiences. The integrated clinical experience occurs during the first professional year, while enrolled in classroom instruction. The full-time clinical education experiences, totaling 36 weeks of clinical experience, are integrated in the second and third professional years, enabling students to apply information learned in didactic courses to patients and clients. The number of clinical weeks may only be altered for a student with extenuating circumstances as agreed upon by the faculty. Clinical sites around the United States and Internationally are available to provide a broad base of experiences in a variety of settings. The sites represent the continuum of health care practice settings including acute care hospitals, rehabilitation hospitals, skilled nursing facilities, home health care, outpatient private practices, ambulatory care centers, and school/preschool programs.

B. Graduation Requirements

To be awarded the degree of Doctor of Physical Therapy, the student must (1) complete each required course with a grade of B- have a cumulative grade point average (GPA) of 3.0 or higher prior to graduation (see Academic Progression Policies for more details). Transfer credits are rarely awarded to students who transfer from another physical therapy program. The Program Director will review and award transfer credits on a case-by-case basis.

C. Comprehensive Examination and Self-Reflective Learning Project

As part of PTH 711, each student submits a completed Self-reflective Learning Project, which contains their personal reflections on a variety of self-selected, extracurricular learning experiences during their time in the Program. Self-reflection is an important component of physical therapy education and a hallmark of expert clinical practice. Reflective practitioners are committed life-long learners who employ meta-

E. Philosophy of Education

The faculty is committed to excellence in teaching and believes it is their responsibility to facilitate learning by actively involving the student in the teaching-learning process. The faculty strives to create a secure and open environment for learning that fosters the development of critical thinking and problem-solving skills. Further, the faculty believes that education and learning occur inside and outside the educational program. Faculty will facilitate learning through design of learning experiences and learning assessments and feedback on learning assessments, as deemed appropriate by the faculty member.

Clinical education is an integral part of the curriculum – providing opportunities for students to integrate, employ, and refine the knowledge, skills, and attitudes they develop in the classroom (see also Clinical Education Handbook).

By participating in clinical, educational, research, professional, and community activities, the

care providers, students, other consumers, and payers
4. Demonstrate culturally sensitive verbal, nonverbal, and written communications that are effective, accurate, and timely

5. Collect and critically evaluate data and published literature to apply in the delivery of care, practice management, and to examine the theoretical and scientific basis for physical therapy
6. Screen patients/clients to determine if they are candidates for physical therapy services or if referral to, or consultation with, another health care professional or agency is warranted
7. Complete a patient/client examination/reexamination and evaluate and interpret the examination data to determine a physical therapy diagnosis and prognosis
8. Employ critical thinking, self-reflection, and evidence-based practice to make clinical decisions about physical therapy services
9. Collaborate with patients/clients, caregivers, and other health care providers to develop and implement an evidence-based plan of care that coordinates human and financial resources
10. Provide services and information related to health promotion, fitness, wellness, health risks, and disease prevention within the scope of physical therapy practice
11. Advocate for patient/client and profession
12. Provide consultative services and education to patients/clients, caregivers, health care workers, and the public using culturally sensitive methods that are adapted to the learning needs, content, and context
13. Employ effective leadership skills in the context of supervising, delegating, and mentoring within the profession

G. Student Rights and Responsibilities

Note: The Department follows the testing accommodation policy as set forth by the Student Access Center: https://www.une.edu/student-access-center/services/testing

a.

constituents or stakeholders, or members of the general public. Through the review process, the SDC evaluates the merits of expressed concern(s) and works with a student to develop an action plan, as needed.

  - Action plans identify strategies to resolve an issue, define criteria for success (e.g., performance needed to remove probationary status), describe consequences of failure to achieve identified goals (e.g., progression delay), and identify responsible parties and expected dates of actions.

- The SDC communicates the outcome of its review and any recommended action plan to the PD for consideration. The PD communicates to the student in writing the final outcome of the review process, including any change in student status (i.e., good standing, probation, dismissal).
  implemented, the SDC continues to monitor and support the student until the student resolves the identified issues and communicates progress to the program faculty, who eventually vote on successful or unsuccessful completion of the action plan.

The SDC is comprised of at least three faculty members, one of whom may be a member of the Clinical Education team. Students referred to the SDC are required to participate in the review process, either in person or remotely (i.e., via Zoom or phone conference call). Student participation includes providing information as requested and playing an active role in the development of the action plan. Students may invite their faculty advisor to join them at SDC meetings, if needed. Other support personnel (e.g., parents, friends, or other advocates) are not permitted.

SDC action plans depend on the nature of the student performance issue:

- Academic Performance Issues: The SDC encourages students struggling academically to meet with their advisors to develop an action plan designed to learning issues (e.g., consultation with the Student Academic Success Center, Student Access Center, or medical/mental health providers). When

  remediation opportunities to provide students with additional time to master course material. When students are unsuccessful with academic remediation, the SDC helps students develop plans to prepare for a future retaking of a course.

- Professional Conduct Issues: The SDC helps students struggling with professional conduct to develop an action plan designed to address the behavioral issue(s). When the conduct issue is minor and an isolated occurrence, action plans are largely student-driven and geared toward helping the student avoid additional problems. Such action plans do not typically include an SDC recommendation for a change in student status. In contrast, when patterns of multiple minor unprofessional conduct issues emerge, or if a conduct issue is more substantial (e.g., academic dishonesty), the SDC may recommend to the PD that the action plan include a change in student status from good standing to probation or from probation to

dismissal.

2. Probationary Status

dition, a minimum cumulative GPA of 3.0 is required to graduate. All courses with numerical grading (as opposed to "pass/fail" grading), are used to calculate the semester and cumulative course grades.

Semester GPA: Students who earn a semester GPA <3.0 during a semester with two or more didactic courses are required to schedule a meeting with their academic advisor to develop a plan designed to improve academic performance. At a minimum, action plans include (1) recommendations for use of student support services, and (2) required meetings with the academic advisor to monitor progress; additional requirements may be assigned.

Cumulative GPA: Students who earn a cumulative GPA <3.0 at the end of any semester will be placed on probation and referred to the Student Development

section of the handbook for more details.

Students on probation for earning a cumulative GPA < 3.0 are expected to earn a -time didactic semester. Upon

during part-time semesters or semesters while on clinical rotation will not be co

Action plan requirements, including close monitoring by the academic advisor and

cumulative GPA ly with action plan requirements may be considered a professional conduct violation and warrant further evaluation and recommendations by the SDC.

K. Academic Remediation

Academic remediation opportunities offered by the department provide additional time and faculty input to students with deficient knowledge or skills.

1. Course Remediation

Students who successfully complete a course remediation will be allowed to progress in the program without interruption. Students who are unsuccessful in their remediation attempt will be assigned the appropriate failing grade and are required to retake and pass the course to progress in the program.
At the discretion of the course coordinator, one of two types of remediation are available to students.

1) Within-course remediation: Remediation of key assessments during the course of the semester. All students are eligible for this type of remediation if it is offered by the

course coordinator.

2) End-of-course remediation: Students receiving a final course grade of C+ (76.50-79.49%) are eligible for an end-of-course remediation. If the course is only graded as n. Once a student has been notified by the course coordinator of their eligibility, students must confirm intent to participate within one business day. Within two business days after student confirmation of intent to participate, students will be informed of the format, content, and criteria required to pass the remediation. Students participating in an end-of-course remediation may be charged a fee to cover the cost of faculty time.

2. Required Retake of a Skills Check or Practical Exam

Students are required to re-take a Skills Check or Practical Exam under any one of the following circumstances:

- Student performance on the Skills Check or Practical Exam is below the expected level of 80%
- Student performance on one or more section(s) or content area(s) of a Skills Check or Practical Exam is below the expected level of 80%
- A student demonstrates an error that would put the patient in imminent

  as outlined by the rubric.

The format and mechanism for each re-take will be outlined in each course syllabus. All re-takes will be accompanied by guidance and feedback from course faculty regarding the a iming of the repeat attempt are determined by individual course instructors.

Students who repeat the Skills Check or Practical Exam and successfully demonstrate competent, safe skill(s) performance will earn a final Skills Check or Practical Exam/assessment grade of 80% for that section of the Skills Check.

Students who do NOT successfully demonstrate competent and/or safe skills upon a repeat attempt will receive the score earned on the repeat attempt for the deficient skills and are required to complete a course remediation at the end of the semester to pass the course.

L. Conduct Code

Students enrolled in the DPT program are expected to conduct themselves according to the UNE Student Handbook and Conduct Expectations in the WCHP Graduate Program Progression Policies, as well as the following policies. Students are responsible for seeking clarification of any aspect of the conduct code about which they have questions,

especially in the event of receiving notice of conduct concerns.

The DPT Program follows the conduct code described in the d the professional

deadlines should consult the course syllabus for a description of grade-related consequences. A pattern of missed deadlines, regardless of when or in what circumstances they occur, may be considered a professional conduct violation.

R. Audiovisual Recording of Class Sessions

The lecture and lab content of courses in the DPT curriculum are considered the

With the exception of a laptop, power adapter, all personal belongings must be placed at the designated area immediately before each exam. This includes, mobile phones, watches, calculators, or any other devices/materials which are not explicitly authorized. Phones must be turned off or placed in silent mode and left with belongings. Students must complete and submit their examination when instructed by a proctor.

Students arriving late and/or not having Examplify open and ready at the start of the exam will not be granted additional time to complete the exam. Students who experience computer issues after the examination has started must call for a proctor to help resolve the issue.

Students may not exit the exam prior to showing the proctor the green Examplify screen, unless he/she is leaving to use the restroom. In this instance, individual students may only leave once during an exam. No more than one student may leave the exam at the same time for reasons other than finishing the exam. When leaving, students are

Students are responsible for AI-generated content as if they had produced it themselves: ideas must be properly attributed to their source, and facts must be true. By submitting any coursework (e.g., an assignment) for instructor evaluation, the student asserts the following:

- *The submission meets all specific requirements for using AI tools as communicated by the course instructor (e.g., requirements for transparent use and documentation of AI tools in the submission).*

- *All facts in the submission have been verified, especially if they originated from generative AI sources.*

- *I am responsible for any errors or omissions provided by the tool.*

- *All sources of information that went beyond common knowledge have been properly attributed to their source. (Note: Common knowledge is what a knowledgeable reader can assess without requiring confirmation from a separate source).*

  Failure to uphold these assertions, whether intentionally or due to negligence, constitutes a violation of academic integrity and is considered academic misconduct.

U. Evaluation of Courses, Instructors, Program

Evaluation of courses are used to improve the physical therapy curriculum, course designed, and teaching activities of each course. Course evaluations are used as part of

and tenure. The purpose of the evaluation is to provide constructive feedback to faculty in areas in which a person does particularly well or in areas in which improvement is possible.

Before graduation, students are asked to complete a Comprehensive Program Survey, which evaluates all aspects of the physical therapy program. In addition, student focus-groups may be conducted to obtain additional feedback throughout and at the conclusion of the program.

V. Equipment and Use of the Skills Laboratories

The skills laboratories may be available at times when regularly scheduled classes are not in session for study and practice. This is dependent on other UNE programs utilizing the space for class activities. Skills laboratories have UNE ID card access, allowing students to enter the laboratory rooms for practice outside of class time without seeking entrance assistance from faculty.

Students should notify the Department administrative staff if their ID card is not properly

programmed to provide entry into the identified

When using images or other materials during Clinical Practicum, the student is expected to

absence of facility policies and procedures regarding informed consent, students should

detail regarding the use of images or other materials during clinical practica is found in

X. Medical Advice

Students shall not ask any faculty member, including full-time or adjunct faculty or guest speakers, for medical advice regarding a medical problem before, during, or after a class or lab session. This includes medical problems of the student, acquaintance, family member, etc. If a student would like to discuss a medical problem with any faculty

convenience.

Y. Student Files and Personal Identifiable Information

It is the policy of the Department faculty and professional staff to ensure the confidentiality of student records and personal identifiable information and that they are stored in secure electronic and/or hard copy files congruent with University and federal/state policies, e.g., the Family Educational Rights and Privacy Act (FERPA). An electronic file for each enrolled student is kept. Faculty are responsible for ensuring that a copy of any correspondence, letters, written communication, etc. to the student or about the student be placed in the student file. To further protect the confidentiality of files housed in the Department, the main office will be locked when no one is present.

P

AA. Membership in the American Physical Therapy Association

All students are expected to join the American Physical Therapy Association (APTA) and to maintain membership throughout the professional program. Students are also encouraged to participate at the state and national level. This is excellent preparation for a student's future role as a physical therapist. APTA student membership information is available on-line.

BB. Social Media

In line with the APTA Standards of Conduct in The Use of Social Media Position Statement, the DPT Program views websites, blogs, and other information published on media accessible by the public positively and it respects the rights of students to use them as a medium of self-expression. If you choose to identify yourself as a student in the UNE PT Program or to discuss matters specific to the Program, please bear in mind that although the information will typically be viewed as personal expression, some readers may nonetheless view you as a de facto spokesperson for the Program.

Students should also remember that social media postings are available for review by PT clinical sites, residency programs, and employers. What is posted in the present, whether as personal expression or professional discourse, has the potential to impact career opportunities either positively or negatively in the future. Students should not assume that simply deleting a post or hiding it will permanently remove it from view by others.

When using social media, students should adhere to the following guidelines:

- UNE computers and electronic systems are limited to business use only.
- Be mindful that you are an informal ambassador for the Program, and it is the hope of the Program that you will represent it in a positive way.
- Make it clear that the views expressed are yours alone and do not represent the views of the PT Program or its faculty.

If you blog or publish information about the Program, you should include/disclose that you are a student in the Program.

- Understand that you assume full responsibility and liability for your public statements.
- Do not disclose patient information/pictures or proprietary information without consent. You must abide by non-disclosure and confidentially policies, including those of the Board of Physical Therapy Licensure, the American Physical Therapy Code of Ethics, and HIPAA at all times.
- UNE and PT Program logos should be used only as allowed by the Program and /or University.
- Making discriminatory, defamatory, libelous, or slanderous comments when discussing the Program, faculty, staff, patient/clients, clinical sites, and fellow students is unacceptable.

regarding those requirements, you should contact that state licensing board directly. https://pt.fsbpt.net/UserJourneyMap

The FSBPT offers the NPTE four times per year (January, April, July, October). The UNE curriculum and calendar are designed to prepare graduates to take the July exam - following graduation and receipt of degree.

Taking the NPTE Exam Early

FSBPT allows candidates to sit for the NPTE up to ninety days prior to their validated graduation date. Students wanting to take the NPTE prior to graduation, are required to get PT Program Verification that the student is expected to have met the requirements for graduation within 90 days of the exam date.

Program Verification will be granted by the Program Director when the student has completed the following:

1. Met with their academic advisor to discuss the pros and cons of taking the exam early.
2. Verified that the Director or Assistant Director of Clinical Education has confirmed that the student has successfully completed CP3 **OR** they are on track to successfully complete CP3 by the time of the exam.
3. Provided proof of a passing score on the Practice Exam & Assessment Tool developed by the FSBPT.

The above criteria must be documented on the **NPTE Early Exam Approval Form** in Appendix 6.

The signed NPTE Early Exam Approval Form can be scanned and emailed to the PT Program Director and must be received **no later than March 15**.

IMPORTANT
Some states allow students to take the exam prior to graduation, and some do not allow you to take the NPTE prior to graduation. If you intend to apply for licensure in that state, please follow link for state-specific restrictions/requirements.

https://www.fsbpt.org/Free-R 6yr48eMQqF(E)L(u)-3ce0.12o nC-3(l)-88BTtIi7osq0.00000912 0 612 792

variety of professional development, community service, and fund-raising opportunities. All students are strongly encouraged to participate. Any changes to the DPT student council are managed by students in coordination with Graduate Student Affairs. Students can propose changes to the function and structure of the council through amendments or modifications to their bylaws.

During the fall semester, the DPT Student Council will elect class representatives. Students must be in Good Standing with the department, college, and university to be eligible to serve in leadership positions on the DPT Student Council.

i. Offices

- President
- Vice President
- Secretary
- Treasurer / Graduate and Professional Student Association (GAPSA) Councilor
- GAPSA Senator
- APTA Liaison
- Interprofessional Student Advisor Team (IPSAT) Representative

ii. Responsibilities

The responsibilities of these individuals may include, but are not limited to:

- Communicating on behalf of the class at faculty meetings and/or faculty retreats
- Serving on Department ad hoc committees as requested
- Representing the program on the UNE Graduate Student Government and Interprofessional Student Advisory Team (IPSAT).
- Communicating with liaisons at the APTA, Maine Chapter of the APTA, and other outside groups.

A list of class representatives and current officers of the DPT Student Council is kept in the DPT program office.

iii. Department News and Student Information

b. Department Website

The Department web site provides links to various resources relevant to prospective and current students in the DPT program including but not limited to:

1. The University Catalog
2. Recruitment and admissions information
3 .

6. Student outcomes, including graduation rates, employment rates, pass rates on licensing examinations, and other outcome measures
7. Costs for DPT Students
8. Financial aid
9. Job/career opportunities
10. Student Health Care
11. Student Academic Success Center
12. Student Counseling Center
13. Student Access Center
14. Student Malpractice Insurance requirements
15. Clinical Education Handbook
16. Health Insurance Requirements
17. Required Health History, Immunization & Physical Forms
18. Faculty and student news

D. Appendix 4 Informed Consent

I,_____, give permission for_____to
Name of patient/client or guardian Name of patient/client/self
participate in the following teaching and learning activities sponsored by the Department of Physical Therapy at the University of New England (UNE). The activities may occur on campus at the University or off campus in the community. By signing this form, I voluntarily give my consent to:

_____be interviewed
_____be videotaped
_____be photographed
_____demonstrate particular activities*
_____allow faculty to demonstrate examination and treatment procedures*
_____allow students to practice examination and treatment procedures*
_____participate in other activities or events*
_____have videotapes and photographs used for teaching purposes at UNE
_____have videotapes, photographs, results of examinations, and descriptions of treatment used for a published case report or professional presentations
_____other (describe):

I have been informed of the risks (outlined below) associated with the above activities and am aware that the faculty and students will use techniques in accordance with standard physical therapy practice to minimize any risk. **

I understand that:

Any relationship that I have with the Department of Physical Therapy and the University of New England will not be negatively influenced by my decision to decline to participate.
At any time during the activity, I may decline to participate and may refuse to answer a question.
My consent is valid indefinitely, unless I decide otherwise (insert date here):_____.
At any time in the future, I may freely withdrcli

E. Appendix 4 NPTE Early Exam

Approval Form Due March 15th

Student Name:_____ **Date of Request:** _____

The above-named student requests to take the NPTE before graduation.

i. I have met with the above-named student and discussed the pros and cons of taking the NPTE early. The discussion involved:

a. Relationship between GPA and NPTE scores

b.