

**Moravian University
Doctor of Physical Therapy
Student Handbook**

**MORAVIAN
UNIVERSITY**

**2024 - 202
Adopted
May 24, 2024**

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Preface

The Doctor of Physical Therapy Student Handbook has been designed to maintain an effective, efficient, high-quality Doctor of Physical Therapy (DPT) Program at Moravian University. This document will serve as a required and referenced text for all courses throughout the DPT Program. Furthermore, the Physical Therapy Faculty and Clinical Educators will use this manual as a guide for administrative and professional decisions pertaining to the DPT Program and DPT students. It is imperative that DPT students and faculty be knowledgeable of all content in this manual. Any questions about the content of this document should be directed to the Program Director or faculty of the DPT Program.

The information in the Handbook is subject to change from time to time as deemed necessary by the DPT Program, School of Rehabilitation Sciences, or Moravian University in order to fulfill its role or to accommodate circumstances beyond its control. Any such changes may be implemented without prior notice and without obligation and, unless specified otherwise, are effective when made. Efforts will be made, however, to inform the student body of significant changes in a timely manner. All students are required to sign the acknowledgment of the Student Handbook upon admission to the program in Appendix 1.

Accreditation

Effective October 31, 2023, Moravian University has been granted 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 (610) 625-7213 or email riopelm@moravian.edu.

DPT Program Philosophy and Design

As an entry-level pre-professional program, the Doctor of Physical Therapy Program at Moravian University offers a full-time educational program leading to the Doctor of Physical Therapy degree (DPT). The DPT Program spans 8 terms for a total of 119 credits. The didactic component of the program prepares students to become competent entry-level practitioners in diverse educational and healthcare settings. Thirty-six weeks of the eight terms are devoted to hands-on clinical experience under the mentorship of licensed physical therapist professionals in the regional and national community. Students completing the requirements for graduation from the DPT Program at Moravian University are eligible to take the National Physical Therapist Examination (NPTE) to become licensed physical therapists.

DPT Mission Statement

Based on a liberal arts foundation, the Moravian University Doctor of Physical Therapy (DPT) Program will develop competent, ethical physical therapists providing client-centered, interprofessional care. Students and graduates will be reflective and inquisitive lifelong learners and educators. Faculty in the program will be interprofessional leaders who practice innovative teaching, research, and service. The program and its graduates will positively influence the health and quality of life of diverse populations through community outreach and advocacy.

DPT Program Goals and Outcomes

- 1) To develop graduates who are leaders in evidence-based interprofessional client-centered practice
 - a. Graduates will lead interprofessional teams to maximize diverse patient/client outcomes.
 - b. Graduates will be leaders in the provision of client-centered care based on evidence.
- 2) To promote graduates who value lifelong learning and education
 - a. Graduates will continuously search for and access knowledge to improve and innovate individual clinical practice.
- 3) To cultivate educators who pursue excellence in teaching and are leaders in scholarship and service
 - a. Faculty will promote successful student outcomes through innovative, collaborative teaching grounded in sound pedagogy and learning theory.
 - b. Faculty will demonstrate a commitment to scholarly inquiry and lifelong learning.

- c. Faculty will model responsibility to their profession, community and institution through service.
- 4) To advance the physical therapy profession and contribute positively to society.
 - a. The program will advocate for social awareness and action to address community healthcare needs.

DPT Vision Statement and Strategic Plan 2021-2025

The program vision statement and strategic plan are rooted in the traditions, values, and principles embraced at MU. The program vision is to be recognized as a leader in educating physical therapists who continually strive to understand and meet the needs of the communities we serve through a commitment to excellence in practice, ethical and compassionate care, lifelong learning, and advocacy for diverse populations. The faculty-developed program vision statement aligns with both the MU vision and the vision of the profession as promulgated by the APTA. The vision of MU is as follows: “A Moravian education is one of action and doing. It is hands on, where students learn through experiential means in order to be producers of new knowledge. Moravian students work together practicing leadership, teamwork, community support, and reflection in order to significantly contribute to a more equitable and just future society.” The MU vision clearly speaks to the goal of creating reflective individuals who will recognize the importance of service to the community.

MU’s vision aspires to academic excellence and innovation and a culture of community. Academic excellence and innovation strengthens our program’s foundational experiential learning approach aiming to create reflective practitioners with a strong sense of self and community. Moravian University cultivates a sense of community that embraces individual spirit in the service of self and community exemplifying our vision of service to others.

When considering our mission and vision statements, it is clear that diversity, equity, and inclusion (DEI) initiatives align well with our long-term goals as a University and program. Furthermore, improving diversity, equity, and inclusion (DEI) in the profession and association is one of APTA's strategic priorities (APTA, 2020). Our faculty-developed strategic plan for 2021-2025 aims to foster diversity, equity, and inclusion within the student body, faculty, and staff. Our strategic plan has the following two goals:

- To affirm diversity, equity, and inclusion in our program admission processes through the development of a holistic admission process;
- To collaborate with campus and community resources for outreach about opportunities for professional careers in physical therapy and the trajectory of DPT education.

Course of Study

Term	Didactic & Clinical Education	Credits
Summer 1	DPT 700: Functional Human Anatomy DPT 710: Neuroanatomy and Neurophysiology DPT 711: Applications of Neuroscience in Physical Therapy DPT 720: Foundations of Physical Therapist Practice	6 3 1 3 Total=13
Fall 1	DPT 730: Clinical Musculoskeletal Management of the Lumbopelvic Spine and Lower Extremity DPT 735: Biomechanics and Kinesiology DPT 740: Musculoskeletal Imaging I DPT 745: Biophysical Modalities DPT 751: Evidence-Based Practice I DPT 760: Integrated Clinical Experience and Interprofessionalism I	6 3 1 2 1 2 Total=15
Spring 1	DPT 731: Clinical Musculoskeletal Management of the Cervicothoracic Spine and Upper Extremity DPT 741: Musculoskeletal Imaging II DPT 765: Pharmacology in Rehabilitation DPT 770: Ethical Issues in Healthcare DPT 775: Exercise Physiology Across the Lifespan DPT 761: Integrated Clinical Experience and Interprofessionalism II DPT 780: Functional Mobility in Rehabilitation DPT 825: Psychosocial Issues in Clinical Practice	6 1 2 2 3 2 1 2 Total=19
Summer 2	DPT 800: Clinical Education Experience I (12 weeks) DPT 851: Evidence-Based Practice II	10 2 Total=12
Fall 2	DPT 810: Clinical Neurological Management I DPT 815: Human Growth, Development and Genetics in Rehabilitation DPT 830: Pathophysiology Across the Lifespan DPT 835: Health, Wellness and Nutrition DPT 860: Integrated Clinical Experience and Interprofessionalism III DPT 875: Assistive Technology, Prosthetics and Orthotics	6 2 4 2 2 2 Total=18
Spring 2	DPT 811: Clinical Neurological Management II	6

	DPT 865: Cardiopulmonary Management DPT 870: Integumentary, Lymphatics and Urogenital Conditions DPT 880: Clinical Management in Pediatrics DPT 885: Advocacy, Business, Teaching and Leadership	3 2 3 3 Total=17
Summer 3	DPT 900: Clinical Education Experience II (12 weeks) DPT 920: Complex Clinical Reasoning in Research & Practice	10 3 Total=13
Fall 3	DPT 940: Clinical Education Experience III (12 weeks) DPT 951: Evidence-Based Practice III	10 2 Total=12
TOTAL		119

Professional Dispositions, Behaviors and Essential Functions Policy

The School of Rehabilitation Sciences offers a graduate program to prepare individuals for clinical practice as physical therapists. Physical therapists provide physical therapy diagnostic and treatment services to infants, children, and adults with impairments in body structure and function, activity restrictions, and participation restrictions. Students in the Doctor of Physical Therapy Program must have the intellectual and academic capabilities sufficient to meet the curricular demands of the program, be proficient in oral and written English, and possess certain dispositions, behaviors and essential functions that are expected of professionals engaged in clinical practice.

Required Professional Dispositions, Behaviors, and Essential Functions

The Commission on Accreditation of Physical Therapy Education (CAPTE) accredits professional training programs and requires that program graduates be qualified to deliver entry-level clinical services. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary to successfully pass the licensure examination administered by the Federation of State Boards of Physical Therapy for their individual state and possess the professional dispositions, behaviors and essential functions for clinical practice.

Students are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following Professional Dispositions, Behaviors and Essential Functions. Successful progression through the program requires students to progress in these behaviors and functions throughout the program.

- 1) Professionalism: The ability to maintain appropriate hygiene, dress, and

- demeanor and to follow program policies and procedures.
- 2) Collaboration: The willingness and ability to work together with students, clinical & academic faculty, other healthcare professionals and patients/clients.
 - 3) Honesty/Integrity: The ability to demonstrate moral excellence and trustworthiness.
 - 4) Respect: The ability to demonstrate consideration and regard for self and others regardless of ethnicity, age, sexual orientation, gender, or religious affiliation. The University's Equal Opportunity, Harassment, and Non-Discrimination statement specifies non-discrimination on the basis of "race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation."
 - 5) Reverence for Learning: The ability to demonstrate reverence for knowledge, experience, and being prepared for academic and clinical responsibilities.
 - 6) Emotional Maturity: The ability to control emotions by exhibiting appropriate social behavior in the classroom, and clinic and during other program activities and interactions.
 - 7) Flexibility: The willingness to accept and adapt to change. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility to function in the face of uncertainties inherent in the clinical problems of many patients/clients.
 - 8) Sensory/Observational skills: The ability to recognize typical versus abnormal movement and function through visual and tactile skills.
 - 9) Communication Skills: The ability to demonstrate effective communication skills necessary for establishing rapport with patients/clients, conducting clinical sessions, educating clients and interacting with colleagues, faculty, and other professionals.
 - 10) Motor-coordination and Balance Skills: The ability to perform the physical activities and examinations necessary in making diagnoses, manipulate and use necessary equipment without violating testing protocol and with best therapeutic practice. Sustain necessary physical activity required for classroom and clinical activities.

Applicants must complete the form attesting to the information in the Professional Dispositions, Behaviors and Essential Functions Policy before a final decision regarding admission can be made (Appendix 2). In the event of unusual circumstances that prevent a candidate for admission from signing the form prior to arriving on campus, the form must be signed before classes begin. Signed copies will be maintained in each student's advising file. The policy will be provided to all Doctor of Physical Therapy students on admission to the program and again if concerns arise in the ability of students to meet the policy requirements.

Accessibility of Programs to Qualified Individuals with Disabilities

Consistent with Section 504 of the Rehabilitation Act of 1973 (Section 504) and the

Americans with Disabilities Act of 1990 (ADA), it is the policy of Moravian University that no qualified individual with a disability shall be excluded from, denied the benefits of, or be subjected to discrimination in any University program, service or activity. In accordance with Section 504 and the ADA, all applicants for the Doctor of Physical Therapy program must be qualified individuals who are able to meet the essential competency requirements of the program, with or without reasonable accommodations.

Moravian University is committed to providing access to its programs to qualified individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. However, the program is unable to make accommodations that impose an undue burden, present a threat to the health or safety of the individual or others, or fundamentally alter the nature of the academic or clinical curriculum.

Student Rights

Accessibility Policy

Available at: <https://www.moravian.edu/oda>

Equal Opportunity, Harassment, and Non-Discrimination Policy

Available at: <https://www.moravian.edu/policy/non-discrimination>

Student Records and Family Educational Rights and Privacy Act

Available at: <https://www.moravian.edu/handbook/policies#records>

Student Responsibilities

Moravian University Academic Code of Conduct

Available at:

<https://www.moravian.edu/catalog/academic-regulations/academic-code-of-conduct>

Moravian University Code of Conduct

Available at:

<https://www.moravian.edu/handbook/campus-life/code-of-conduct>

Financial Obligations

Available at:

<https://www.moravian.edu/content/guide-student-account-payments>

Health Insurance

Available at:

<https://www.moravian.edu/admissions/tuition-fees-2019/insurance>

Student Member of American Physical Therapy Association

The DPT Program faculty strongly value membership in the American Physical Therapy Association (APTA). All DPT students at Moravian University are required to become members of the APTA upon entering the program and maintain membership for the duration of the program. Proof of annual membership is due to the program by the beginning of each academic year. The APTA website is available at: www.apta.org.

DPT Academic Policies

All DPT Program policies have been designed to be congruent with those of Moravian University and the Catalog. Academic regulations for Moravian University outlined in the University Catalog include, but are not limited to, policies on registration, academic standards and grade grievance procedures. However, due to the specific nature of any academic cohort or professional program, some more stringent program policies exist. In such cases, DPT students are expected to abide by the DPT Program policies outlined within this handbook.

Academic Calendar

The DPT Program generally follows the Moravian University academic calendar during the fall and spring semesters. The Moravian University academic calendar is available at: <https://www.moravian.edu/registrar/academic-calendars>. However, as a 12-month program, the DPT Program does hold regular scheduled courses during the summer sessions. In addition, the program may use the winter break [observed by the University] as a time to complete needed examinations. Clinical experiences may also begin earlier or later than the University academic calendar. Deviations from the University academic calendar will be communicated with students at the beginning of each academic year. Please plan accordingly. Students should not make travel plans earlier than Tuesday following exam week at the culmination of each semester.

Written Examinations

The following policies exist to ensure examination integrity and to maintain a fair and equitable testing environment for all students enrolled in the DPT Program. Students are entitled to approved testing accommodations and are strongly encouraged to work with the Accessibility Services Center to secure them. Students with approved testing accommodation(s) should meet with the course instructor before the test administration date to discuss how accommodations will be honored. Most written examinations in the DPT Program are delivered using Lockdown Browser© unless otherwise stated by the course instructor. Electronic devices are not permitted unless otherwise authorized by the course instructor.

If a student needs to leave and re-enter the classroom during the examination, they should speak to the examination administrator. In general, students should plan to remain in the classroom, laboratory, or computer lab where the examination is administered throughout the examination period.

After the examination, all examination materials (including test booklets, examinations, scratch paper, answer sheets, etc.) must be returned to the examination administrator unless otherwise instructed. If examinations need to be administered remotely, Lockdown Browser will be used with the camera feature enabled, and an environmental scan must be completed before starting the examination. Students should seek out a space in which they will not be disturbed, which does not violate their privacy. If a student has difficulty finding this space, they should communicate with the course

instructor to get assistance in arranging one. Students will not be permitted to take screenshots or photos during remote examinations and are not allowed to use any resources while taking the examination, i.e., books, notes, etc., unless otherwise authorized by the instructor.

Violation of any examination policy is grounds for dismissal from the testing area, failure of the examination, failure of the course and/or dismissal from the DPT Program.

Written Assignments

If an assignment is not completed on time, students will still have the opportunity to earn full or partial credit unless otherwise noted by the instructor and syllabus.

Assessment Rubrics

Standard rubrics for grading of assessments such as skill checks, practicals, clinical simulations, clinical reasoning, documentation, and peer reviews have been developed by the DPT Program faculty. It is up to the discretion of the faculty member to adjust grading rubrics as needed in specific circumstances. In these circumstances, the alternate rubric will be provided to the student prior to the assessment. Refer to Appendices 3-8 for standard rubrics.

Distance Education

In the program, online distance education uses a combination of synchronous and asynchronous learning activities. Asynchronous and synchronous sessions are designed for application of course content equivalent to that of a typical in-person class. The combination of course delivery methods helps to maintain the rigor of courses and ensure that students are able to synthesize materials and apply the content to clinical practice. Performance expectations for online courses does not differ from in-person coursework.

Online courses are delivered using Canvas© which is a password protected learning management system where students must use individual protected sign-ons. Students must submit all course assignments through the Canvas platform and there is a record of student sign-ons to Canvas courses including the time spent on the actual platform. Written examinations and quizzes are delivered in the Canvas platform using Respondus Lockdown Browser. Respondus does not allow students to use outside web sources while taking any written examination or quiz. Respondus includes a mechanism to monitor students remotely using a video-based system so that faculty can monitor students in real-time during examinations.

Test security is maintained through the use of Respondus as well as protections to maintain security and integrity embedded in the Canvas Learning Management System. Written assessments are timed so that students must complete all assessments in a predetermined time frame. All assessments are locked upon completion and cannot be accessed by students.

Course Grading

The program will use the following guidelines to convert numerical scores to letter grades in all classes with the exception of Clinical Experiences (DPT 800/900/940). Grades will not be rounded.

Grading Scale:

A	B+	B	C+	C	D+	D	F
≥90.00%	87.00 – 89.99%	80.00 – 86.99%	77.00 – 79.99%	70.00 – 76.99%	67.00 – 69.99%	60.00 – 66.99%	Below 60.00%
4.0	3.3	3.0	2.3	2.0	1.3	1.0	0.0

The first semester minimum **course** grade is 75%. Students who do not obtain a 75% or higher will not be permitted to progress in the program. The minimum course grade for the remaining semesters (semesters 2-8) will be 80%. If students do not achieve a 80% or higher in a course, they will not be permitted to progress in the program. Full-time clinical education experiences are graded as pass/fail. Details regarding the grading requirements for clinical education experiences are found in the clinical education handbook.

Examinations, Practicals, and Assessments Grading

1. Students who receive a grade lower than 75% on any assessment (written or clinical) during the first semester or lower than 80% in remaining semesters (2-8) are required to meet with the instructor no later than 72 hours following the assessment to discuss opportunities for improvement and discuss any barriers to learning. It is the student's responsibility to arrange a meeting with the instructor.
2. For written assessments and assignments, students who receive a grade lower than 75% during the first semester or lower than 80% in remaining semesters (2-8) must meet with their instructor. However, students will not be offered an opportunity to retake that assessment.
3. For skill checks, practicals, and/or clinical simulations, students who receive a grade lower than 75% during the first semester or lower than 80% in remaining semesters (2-8) must retake that assessment (remediation). Students must pass all skill checks, practicals, and/or clinical simulations to successfully progress in the program. If remediation is required for a skill check, practical, and/or clinical simulation administered during finals week, it is required that the remediation be completed by the Friday of finals week.
 1. Students will be provided up to 2 remediations (total of 3 attempts) for a skill check, practical, and/or clinical simulation. The format of the remediation is up to the discretion of the instructor.
 2. If a student remediates a skill check, practical, and/or clinical simulation, that student will maintain the original assessment grade toward their course grade.
 3. Students who cannot pass a skill check, practical, and/or clinical simulation within three attempts will be referred to the DPT Student Progression Committee.

Federation of State Boards of Physical Therapy Practice Exam & Assessment Tool (PEAT)

Available at: [Practice-Exam-Assessment-Tool-PEAT](#)

- 1) All DPT students must take the academic PEAT in DPT 920 (Complex Clinical Reasoning and Research).
- 2) The DPT program will purchase the NPTE course preparation materials for use in DPT 920.
- 3) It is required that students take the PEAT in DPT 920. There is no minimum score requirement for the PEAT in DPT 920.

Federation of State Boards of Physical Therapy National Physical Therapy Examination (NPTE)

The National Physical Therapy Examination (NPTE) is designed to assess DPT students' basic entry-level competence after graduating from accredited DPT program.

As clinical education is an integral component of Moravian University's DPT program and a requirement for all DPT students' learning, it is generally recommended that students wait until they have completed all DPT program requirements prior to taking the National Physical Therapy Examination (NPTE).

However, there may be situations or circumstances in which students may prefer to take the NPTE prior to graduation. If students have met the following requirements, they may send a written request to the Moravian University DPT Program Director, asking for permission to take the NPTE prior to graduation.

1. Achieve a score of 600 on the FSBPT Practice Exam and Assessment Tool (PEAT) on either their first or second attempt as a requirement in *DPT 920: Complex Clinical Reasoning*
2. Successful completion and passing of *DPT 900: Clinical Education Experience II*

Students who are interested in taking the NPTE prior to graduation must send a written request to the Moravian University DPT Program Director no sooner than two weeks prior to the end of their DPT 900 Clinical Education Experience II and no later than one week following the conclusion of their DPT 900 Clinical Education Experience II. In the event of extenuating circumstances, students may send a written request outside (either prior to or after) the specified timeframe, but DPT faculty reserve the option to make a final decision until after completion of *DPT 900: Clinical Education Experience II*. If sent after the specified timeframe, it is the student's responsibility to make a request in a timely fashion to provide the DPT faculty time to review their request, complete necessary paperwork, and provide the student time to register for and schedule their examination.

Graduation Requirements

Students successfully completing 119 credits in the DPT Program inclusive of clinical education experiences will be eligible for graduation from Moravian University with a Doctor of Physical Therapy (DPT) degree. The DPT degree is required to sit for the National Physical Therapy Examination (NPTE). The DPT graduate must pass the NPTE to obtain licensure as a physical therapist in all jurisdictions of the United States. Licensure requirements and passing NPTE scores will vary on a state by state or jurisdictional level. Students must obtain a minimum of 600 on the Practice Exam & Assessment Tool (PEAT)© to be approved to graduate by the DPT core faculty. The PEAT may be attempted a total of 6 times to attain the 600. Students who do not pass the academic PEAT will be responsible for the costs associated with any of the four remaining attempts. Students who do not pass the academic PEAT will be required to develop a learning plan with faculty input and must pass the PEAT prior to graduation.

Graduation may need to be delayed if students do not achieve the minimum score of 600.

Post-graduation Expectations and Licensure Requirements

American Physical Therapy Association Standards of Practice

Available at:

https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/HOD/Practice/Standards.pdf

Federation of State Boards of Physical Therapy Examiners

Available at: <https://www.fsbpt.org/>

Individual State Boards of Physical Therapy licensure requirements

Available at <https://www.fsbpt.org/> or respective State Board of Physical Therapy website for each respective state

Progression, Retention, Probation, and Dismissal

The DPT Student Progression Committee will meet at the end of each semester to determine student readiness to progress to the next semester. To successfully progress in the DPT Program, there is a minimum threshold of 80% in each course with the exception of the first semester when the minimum grade is 75%. If a student does not meet the minimum grade requirements or pass all clinical competencies in a class, they will need to meet with the DPT Student Progression Committee consisting of all core DPT faculty (and associated faculty when indicated). In these cases, the Student Progression Committee may recommend further remediation, returning to repeat the class(es) in the following academic year, or dismissal. If the progression committee recommends that a student may return to repeat class(es) in the following academic year, it is up to the discretion of the committee as to which courses must be taken.

If a student does not pass >2 courses throughout the entirety of the DPT Program, they will be dismissed from the program.

Students will be placed on academic probation if their GPA falls below 3.0 at any point during the program. We are permitted by federal and institutional policy to allow students one term of academic probation. Should student raise their cumulative program GPA above 3.00, they will be removed from probation and continue in the program in good standing. Students must schedule a meeting with the Program Director and their academic advisor prior to the end of the first week of classes during the probationary term in order to discuss strategies to improve academic performance.

If the student's cumulative GPA improves but continues to be below the required 3.00 after the probationary period, the student will be dismissed from the program with the possibility of submitting a written appeal requesting to be reinstated for an additional term of probation. This written appeal will be filed directly with the Associate Dean of the School of Rehabilitation Sciences. If the cumulative program GPA still does not meet

the minimum 3.0 threshold after the second probationary semester, then the student will be dismissed from the program.

Academic Dishonesty and Plagiarism

The DPT Program follows the established guidelines in the Moravian University Academic Code of Conduct for all issues related to academic dishonesty or plagiarism. The Academic Code of Conduct may be found in the University Handbook and is available at:

<https://www.moravian.edu/catalog/academic-regulations/academic-code-of-conduct>.

Alcohol and Drug Policy

Alcohol Usage and Abuse

All students are expected not to be under the influence of alcohol during any academic or clinical education experience. Students who are perceived by the faculty or Clinical Instructor to exhibit potential abuse of alcohol, evidenced by student behavior which includes, but is not limited to: excessive tardiness, slurred speech, the odor of alcohol on the breath, and lack of coordination will be referred to the DPT Program Director and/or Moravian University Health Center for appropriate intervention and referral. Additionally, students who appear to be under the influence of alcohol during any clinical education experience will be immediately removed from the clinical education site and will be referred to the DPT Program Director. Students who violate this policy will be subject to disciplinary action through the DPT Program, including possible course failure and program suspension or dismissal. Students will also be accountable to the Code of Conduct in these cases. The Code of Conduct is available at:

<https://www.moravian.edu/handbook/campus-life/code-of-conduct>.

Drug Usage and Abuse

The DPT Program requires periodic drug testing of students enrolled in the program. These drug tests will be scheduled by the DPT Program. Students will be responsible for all costs associated with these required drug tests.

Additionally, some clinical education sites require a drug test prior to beginning the clinical education experience. In the case of a required drug test, the Director of Clinical Education will inform the student of the requirement and he or she will be directed to an approved testing location. The student will be responsible for scheduling the drug test, all administrative processes associated with testing, as well as the cost of the test. The student will inform the testing site to forward the results of the drug test directly to the Moravian University Health Center.

In the event of suspected drug usage or abuse perceived by the DPT faculty or Clinical Instructor, as evidenced by student behaviors including, but not limited to: irrational or unusual behavior, excessive tardiness or physical signs of drug usage / abuse, the student will be referred to the Moravian University Health Center and / or Counseling Services. Students may also be immediately removed from the clinical education site

and suspended from continued clinical education. The student will be required to undergo a drug test within 24 hours at an approved drug-testing site. The cost of this test will be the sole responsibility of the student. Assuming a negative test, the student may be reinstated into the clinical portion of the DPT Program. In the case of a positive test or failure to comply with the required test, the student will be immediately suspended from all further clinical education experiences. Failure to comply with a required test will be treated as if a positive test has been obtained.

Students who test positive will be immediately suspended from the clinical education education experience and may face further disciplinary action from the program, in the form of suspension from the didactic portion of the program or dismissal from the program. As a result of any positive drug test, the student will be referred to the Moravian University Health Center and/or Counseling Services.

If a student has tested positive from a drug test and has not been dismissed, the student will be required to complete appropriate counseling as determined by the DPT Director of Clinical Education, DPT faculty and DPT Program Director. Additionally, the student must undergo a hair sampling drug test at a time specified by the program prior to reinstatement to the didactic and / or clinical components of the DPT Program. All costs for these drug tests will be the responsibility of the student. Upon reinstatement into the DPT Program, the student may be required to undergo unannounced or random drug testing for the remainder of the time he or she is enrolled in the DPT Program. The cost of these tests will be the sole responsibility of the student. Failure to complete the requested tests will result in dismissal from the DPT Program.

In the case of a second offense, the student will be referred to the Moravian University Health Center and Counseling Services, and will be dismissed from the DPT Program. Furthermore, students who demonstrate an episode of alcohol or drug use / abuse may be reported to the State Board of Physical Therapy and appropriate state regulatory bodies. Students should also familiarize themselves with the Moravian University Code of Conduct and Moravian University Medical Marijuana Policy which outlines additional information related to drug and alcohol use.

Medical Marijuana Policy

Marijuana (cannabis) is a controlled substance under federal law and its possession and use, even for medical reasons, is prohibited on property owned or operated by the University or at University-sponsored or affiliated programs and events. Refer to policy at:

<https://www.moravian.edu/disabilityandaccommodations/services/accommodations/medical-marijuana-policy>

Disciplinary Procedures

The DPT Program Director and faculty take violations of the Moravian University Code

of Conduct, the DPT Student Handbook, or the DPT Clinical Education Handbook seriously. If a violation occurs, students may be disciplined on a continuum up to and including dismissal from the DPT Program. A disciplinary action plan including sanctions will be developed by the DPT Professional Behavior Committee and/or Disciplinary and Grievance Committee based upon the scope and level of the violation. Sanctions may include a warning, probation, or dismissal from the DPT Program. In addition to the expectations stated in the Moravian University Code of Conduct, all DPT students are also held accountable to standards of professional behavior that are reflective of the *APTA Core Values* and *Code of Ethics*. Professional behavior competencies may be found in Appendix 9. If a faculty member, Clinical Instructor, Director of Clinical Education or peer identifies and documents a problem with a student's professional behavior or inability to maintain a standard within the realm of acceptable professional behavior, the student may be placed on the Professional Behavior Corrective Action Plan (PB-CAP). However, if the event is egregious enough to warrant suspension or dismissal per the Moravian University Code of Conduct, a student will not be given the opportunity to enter into this plan and will be dismissed from the DPT Program. The PB-CAP procedures are delineated in Appendices 9-10.

Student Grievances

- 1) In cases of student grievances regarding grades, the student has 2 business days (Monday-Friday) from the date on which they received a grade for an assignment or an assessment to file a grievance with the instructor or Director of Clinical Education in writing. Timely reporting and resolution of grade disputes is essential as it may impact the student's ability to progress within the program.
- 2) If a student does not believe that the grade dispute has been addressed, they should discuss the matter with the DPT Program Director.
- 3) Any other grievances (other than grades) within the DPT Program should be discussed with the DPT Program Director directly.
- 4) If the student has continued concerns regarding any grievance after meeting with the Program Director, they should discuss the concern with the Associate Dean of the School of Rehabilitation Sciences. If the student has concerns which have not been addressed, the student may discuss the issue with the Associate Provost of the College of Health. If the Associate Provost does not address the concern, the final level of grievance is a discussion about the concern with the university Provost (academic or clinical concern).

Student Appeals

- 1) All DPT students have the right to appeal any disciplinary decisions.
- 2) The DPT program grievance committee will review the student appeal and provide a response to the student within 10 business days.
- 3) If the student disagrees with the decisions of the committee, they are eligible to file an appeal with the Associate Dean of the School of Rehabilitation Sciences. If the student still has concerns that they believe have not been addressed, the student may appeal their concerns to the Associate Provost of the College of

Health, If the student believes that their concerns have not been met, the final level of grievance is a discussion about the concern with the Provost.

- 4) In cases of dismissal from the program, the student may file an appeal directly with the Associate Dean of the School of Rehabilitation Sciences. If the student still has concerns that they believe have not been addressed, the student may appeal their concerns to the Associate Vice Provost of the College of Health. If the student believes that their concerns have not been met, the final level of grievance is a discussion about the concern with the Provost.

Campus Emergencies

If communication is available, dialing 911 or 610-861-1421 from a campus phone, will automatically dial Campus Police. Dialing 911 from your cell phone may connect you with the Bethlehem Police Department, Northampton County Emergency 911 Center or the Lehigh County Emergency Center. In the event of any crisis that affects the Moravian University campus, steps will be taken immediately to assure the safety and security of the campus community, quickly communicate, and resume normal operations as soon as it is practical. Additional Campus Safety information is available at: <https://www.moravian.edu/campuspolice>.

Student Resources and Services

Academic Support Center & Tutoring

Available at: <https://www.moravian.edu/academic-support>

Office of Disabilities and Accommodations

Available at: <https://www.moravian.edu/oda>

Center for Career and Civic Engagement

Available at: <https://www.moravian.edu/careercivic>

University Catalog

Available at: <https://www.moravian.edu/catalog>

Counseling Center

Available at: <https://www.moravian.edu/counseling>

Center for Inclusive Excellence

Available at: <https://www.moravian.edu/diversity>

Emergency Notifications and Inclement Weather

Available at:

<https://www.moravian.edu/campuspolice/emergency/emergencynotifications>

Financial Aid

Available at: <https://www.moravian.edu/admissions/applying-for-financial-aid>

Health Center

Available at: <https://www.moravian.edu/healthcenter>

Moravian University Student Handbook

Available at: <https://www.moravian.edu/handbook/directory>

Reeves Library

Available at: <http://home.moravian.edu/public/reeves/>

Registrar

Available at: <https://www.moravian.edu/registrar>

Student Accounts

Available at: <https://www.moravian.edu/content/guide-student-account-payments>

Title IX

Available at: <https://www.moravian.edu/compliance-training-development/title-ix>

Writing Center

Available at: <https://www.moravian.edu/writing/writing-center>

DPT Program Classroom and Laboratory Guidelines

Professionalism and Conduct

Students are expected to abide by the professional behaviors described in the Professional Behaviors Competencies (Appendix 9), the APTA Core Values, and the APTA Code of Ethics. The APTA Code of Ethics is available at: [APTA Code of Ethics](#) . The American Physical Therapy Association Core Values is available at: [APTA Core Values](#).

Professional Attire/Dress Code

Professionalism is of utmost importance in a Doctor of Physical Therapy student and in all aspects of the profession of physical therapy. This includes dressing professionally. In order to promote professionalism, the following dress code will be promoted by the DPT faculty at all times. Students who fail to demonstrate appropriate behaviors in any portion of this course or are not dressed in appropriate lab attire are subject to removal from the class session and will be counted as absent for the day.

Required attire will change based on the specific setting, and is outlined below. However, students should be groomed at all times. This includes practices of proper hygiene. Hair should be clean and appropriately/professionally groomed. Nails should be kept clean and of a functional length to provide safe patient care.

Tier 1: Regular Class and Lab attire (no special events or guest lecturers):

1. There are no restrictions in the attire the student is wearing, as long as it is appropriate and functional for class / laboratory activities.
2. Please remember that your appearance does represent you and the program.
3. Also, please keep in mind that St. Luke's University Health Network (SLUHN) patients and clinicians utilize our classrooms and labs for education and patient care activities.
4. Proper attire may vary from one session to the next; however, typical lab attire includes clothing that is modest in design while allowing for exposure of the spine and extremities.
5. Finally, please remember that a number of important visitors tour the Sports Medicine & Rehabilitation Center (SMRC) on a daily basis.

Tier 2: Daily clinical attire for traditional physical therapy settings/guest lecture

Important Note: students should always ensure that the following dress code is appropriate for

their assigned clinical education site. If a clinical education site has a dress code that goes above and beyond what is listed below, then the DPT student should abide by the site's policy.

1. All students are required to wear a Moravian University DPT Clinical Education name tag at all times.
2. Students are highly encouraged to wear a wristwatch with a second demarcation during all clinical education experiences.
3. Collared/dress shirt
 - a. This does not have to be a Moravian University Physical Therapy shirt if the clinical education site provides site-specific attire to be worn
 - b. Shirts must be tucked in during all clinical education experiences. Exceptions are made for shirts specifically designed to not be tucked in.
 - c. T-shirts are not acceptable
4. "Khaki" shorts (mid-thigh or longer) or "khaki" pants
 - a. Mesh or athletic shorts are unacceptable
 - b. Jeans and jean shorts are unacceptable
5. Clean, basic (ie neutral color, no adornments) shoes/sneakers with socks
 - a. No open-toed or open-heeled shoes
6. Hats may be worn for outdoor events only and should be removed when coming indoors. Hats should be plain or represent either Moravian University or the clinical education site only.
7. Jewelry should be discreet and limited
 - a. No large, long, dangling earrings may be worn for safety reasons
 - b. Necklaces should be placed inside the shirt or blouse while completing clinical education
8. Tattoos determined by the Program Director to be considered insensitive or otherwise offensive should be covered
9. Perfume and cologne can be offensive and cause allergic reactions in patients and colleagues, therefore such items should either be avoided or be worn in moderation
10. Clinicians should be sure that clothing is modest in design and appropriate to allow for assessment, treatment, and assistance of patients without compromising oneself

All students are required to dress minimally in Tier 2 for all practical examinations unless otherwise instructed by the instructor.

Tier 3: Professional attire/professional meetings/presentations to external community

1. Dress pants, skirt or dress of modest design
 - a. Belt should be worn if pants have belt loops
2. One of the following is required (if not wearing a dress):
 - a. Blouse or sweater of modest design
 - b. Dress shirt with necktie / bowtie
 - c. Dress shirt with sports coat / suit jacket
3. Shirts must be tucked in, except in cases where the shirt is specifically designed to be worn untucked
4. Dress shoes of any type
 - a. No tennis shoes

- b. Heel height and type should be functional for extended walking and standing
 - c. Appropriate socks, stockings or hose should be worn based on footwear selection
5. Hats should not be worn
 6. Tattoos determined by the Program Director to be considered insensitive or otherwise offensive should be covered
 7. Jewelry should be discreet and limited in number

Attendance and punctuality

Moravian University recognizes the positive effect of class attendance and participation on academic success. Active, thoughtful, and respectful participation in all aspects of courses will make time between students and instructors as productive and engaging as possible. To maximize the learning experiences, all students should attend all meetings of the courses in which they are enrolled.

In the case of an absence, the student is responsible for all material presented and assigned. Please communicate any anticipated absences to the course instructor as soon as possible.

Persons with religious or cultural observances that coincide with this class should let the instructor know. Moravian strongly encourages students to honor their cultural and religious holidays.

Please do your best to be on time for all course meetings. If you are running late, please let the instructor know as soon as possible.

Zoom may be used in some circumstances in lieu of in-person classes or in-person attendance. Please speak to your instructor if you cannot attend a class session in person.

Class attendance and punctuality demonstrate positive professional behavior. Please demonstrate your Core Values as a future physical therapist. If you are experiencing difficulty demonstrating this professional behavior, you may be referred to the Professional Behavior Committee.

Use of Moravian Email/Electronic Communications

- 1) Students are required to check their Moravian University email accounts and Canvas on a daily basis. Important class and program information will be posted on Canvas and/or sent via email to Moravian University accounts only.
- 2) Personal emails may not be used.
- 3) Failure to check email is not an acceptable excuse for failure to meet or complete class/program assignments. Email communication can be a valuable tool in rapidly relaying and receiving information.
- 4) Students should remember that all communication (email, phone and in-person) with faculty, staff and Clinical Instructors should be handled professionally. It is not appropriate to send a professional email message that does not use appropriate grammar, spelling and punctuation. Whenever possible, students should communicate with faculty, staff and Clinical Instructors via email. However, faculty, staff and Clinical Instructors reserve the right to allow students

to contact them via their cell phones when timely communication is necessary. The instructors will outline the terms of this communication and students will be expected not to abuse these terms.

Technology Issues

- 1) While technology enhances our academic lives, it is not infallible. Technology failure, including but not limited to: printer failure, lack of ink for the printer, network disruptions, Canvas disruptions and personal computer failure will not excuse late or missing assignments.
- 2) A student printer is available in the Sports Medicine & Rehabilitation Center. Students should not ask faculty or staff to print or copy assignments for them.
- 3) Technology issues can best be avoided by completing work at an appropriate length of time prior to the due date. If students are experiencing technological difficulties or disruptions, they should notify the appropriate course instructor at least 24 hours prior to the due date/time.

Personal Laptop Computer Requirement

The Moravian University DPT Program has a laptop requirement for all students. Students will be requested to bring a laptop to class to complete classroom activities or online assessments for all classes. However, during some activities, laptops, tablets or other electronic devices can be a significant distraction and barrier to meaningful participation.

Cell Phones

The appropriate use of cell phones will vary for each course. Unless otherwise stated, cell phones should only be used in class for course specific objectives. If inappropriate cell phone use in class occurs despite a verbal warning by the instructor, the student will be referred to the DPT Professional Behavior Committee.

Social Media and Networking policy

- 1) Moravian University recognizes that social media sites are a part of the University's culture, and that a great deal of professional networking occurs on these sites. As Moravian University DPT Program promotes professional interactions between clinicians and patients, students in the DPT Program should remember that information posted online may remain there forever and may be seen by faculty, staff, Clinical Instructors or future employers. Students in the DPT Program are strongly encouraged to utilize social media in a manner that reflects the professional standards expected of a physical therapist.
- 2) In maintaining this professional interaction, the program prohibits DPT students from interacting with current patients/clients using social media. Physical therapy students should not accept nor request any interaction involving social media with any current patient or client, regardless of whether the physical therapy student is directly responsible for the patient's care. Furthermore, it is unacceptable for DPT students to interact through social media, text message, or

- email with patients or clients who are minors, no matter if they are currently working with the minor or if they are no longer providing healthcare for the minor.
- 3) This policy further prohibits social interaction with patients and clients by text messaging and electronic mail.
 - 4) Posting of patient/client information on social media is a violation of the Health Insurance Portability and Accountability Act (HIPAA) protected individually identifiable health information. Violations of patient privacy and HIPAA can lead to civil and criminal penalties. Information is available at: <https://www.hhs.gov/hipaa/for-professionals/index.html>.
 - 5) In addition to patients/clients, DPT students should refrain from friending or messaging with faculty or Clinical Instructors on social media. In the event that a faculty member utilizes a social media platform for professional networking or engagement with students, specific guidelines for appropriate behavior will be provided. Students are not permitted to utilize social media to communicate with the instructor in any way other than the manner in which the faculty member has instructed.
 - 6) Clinical sites often have their own policies and procedures related to electronics and social media, and students in these clinical settings will be accountable to the rules of the clinical partner as per the Student Clinical Education Handbook.

Photo and Media Release Form

- 1) The School of Rehabilitation Sciences uses social media as a platform to promote each professional program. By signing the photo release document (Appendix 11), your picture may be utilized on program websites and social media accounts, including, but not limited to, Twitter, Instagram, and Facebook. By signing the photo release document, you agree that your name, photograph, story, and/or video/audio may be used for promotion of the program, School and University.
- 2) If for any reason you are uncomfortable with the sharing of this information via social media, please do not sign this form and notify the DPT Program Director of your decision.

Classroom/Laboratory Etiquette

All students who use DPT classrooms and labs are expected to maintain clean environments and remove all trash. Students are expected to remove beverages, food items and other forms of trash, as well as maintaining the cleanliness of plinths, mats, and laboratory surfaces. Students are required to clean all plinths, mats, laboratory surfaces, or equipment with provided sanitizing wipes after use.

Use of Moravian Facilities Outside of Class/Lab Hours

The use of hands-on practice time outside of class/lab is a critical part of the students' understanding of the material presented. Appropriate use of the hands-on time during and after all class sessions is essential to mastering the skills and successfully completing the skill checks, practical examinations and simulations throughout the

semester. The skills taught in the course require practice to perfect and therefore, students will be expected to perform the procedures on each other for practice during and outside of class/lab.

Therapeutic Equipment Safety

All therapeutic equipment in the classrooms and labs are regularly inspected by the program including but not limited to calibration and electrical safety checks on a yearly basis. Students must report any equipment malfunctions or other safety concerns immediately to the DPT faculty and/or PD. If a DPT faculty member is not present, the student should place a sign on the equipment stating that the equipment is out of service and contact a faculty member as soon as possible. Students should not remove any equipment from any classrooms or the building. On a case-by-case basis, students may be permitted to remove equipment with approval from the instructor and/or PD.

Biohazardous Materials and OSHA Hazard Communications

Students should identify the locations of all biohazard containers at the Sports Medicine and Rehabilitation Center. In each laboratory where biohazardous materials are used, biohazard containers and sharps containers are located on counter-tops for use by faculty and students. Upon filling biohazardous waste containers or sharps containers, biohazardous waste materials will be transported for proper disposal.

The OSHA Hazard Communication Standard (29 CFR 1910.1200) exists to ensure that the hazards of chemicals produced, procured, stored, and used in the workplace are transmitted to and known by employees. Based upon the OSHA guidelines, there are no chemicals used or stored in the SMRC that are considered to be hazardous materials.

Student Injury

Prior to participating in labs, class, or clinical education experiences requiring physical activity, students who have health concerns and/or injuries should disclose the information to the instructor. Harm may occur if hands-on techniques or activities are performed on a student with a health concern or injury. Students must address the concerns with their instructor prior to any activities. Informed verbal consent is required to practice physical therapy techniques for the purpose of lab instruction. Students should be considerate of fellow students and obtain verbal consent to proceed with any examination or treatment techniques (Appendix 12).

Students who are injured while completing their clinical education experiences or classroom activities are responsible for all incurred medical costs. If an injury does occur, the student must seek care at the following locations and/or with a personal physician. On Moravian University's campus during normal business hours; students should report to the Health Center, 250 W. Laurel Street (Hillside 5H), Bethlehem, PA 18018. (610) 861-1567. On Moravian University's campus before/after normal business hours: St. Luke's North (Walk-In Care), 153 Brodhead Road, Bethlehem, PA 18017. (484) 526-3000 OR St. Luke's University Hospital, Bethlehem (Emergency Department) 801 Ostrum Street, Bethlehem, PA 18015. (484)-526-4000. Off-campus injury (out of

area): report to the nearest hospital or physician. Once immediate care has been administered, the student, Clinical Instructor or professor must notify the Director of Clinical Education (if a clinical injury) or the DPT Program Director (if a classroom injury). If a student must be referred to the hospital and it is not feasible for the Clinical Instructor or course instructor to leave the site, it is expected that the instructor will follow-up with the DPT student as soon as it is possible. Students on-campus at Moravian University, during normal business hours, should be referred to the Moravian University Health Center whenever possible. If a student has been injured, it is his or her responsibility to obtain medical clearance to return to the clinical site or classroom. Please remember that all communication regarding student absences from class or clinical education must occur via direct (phone or in-person) communication. Email, text messaging, and secondary sources are unacceptable. Students are required to sign an attestation form about student injuries and student consent located in Appendix 12.

Communicable Disease

A communicable disease is an illness due to a specific infectious agent which can be transmitted from one individual to another. A communicable disease may be transmitted directly from one person to another without physical contact with the infected person. It may be transmitted indirectly when an object transmits the organism. Objects of transmission may be clothing, linens, utensils, food, water, milk, air, soil or insects. Students that are determined by a physician as having an active communicable disease will be required to take a medical leave of absence from class and/or clinical experience until cleared by the same physician. At that time, the student will determine, with the Program Director and Director of Clinical Education, a plan to make up the academic or clinical education requirements. Examples of communicable diseases are: COVID-19, Rubella (3-day measles), Rubeola (9-day measles), Meningitis - viral and bacterial, Hepatitis A, Varicella (Chicken Pox), Tuberculosis (TB), Influenza, and Mononucleosis. DPT students who experience any of the following signs or symptoms (fever, skin rash, nasal discharge, cough, open and/or oozing skin lesions, yellowing of the skin, eyes, or mouth, unexplained fatigue, chest pain, dizziness, nausea/vomiting) should be examined by a physician prior to attending class or clinical education experience. Any DPT student who comes in contact with a communicable disease or experiences any of the above signs and/or symptoms will be referred to the Moravian University Health Center or a physician of their choice. The costs associated with the referral and any additional care will be the responsibility of the student's primary insurance and the student. If a student has been excused from clinical experiences by a physician, it is their responsibility to contact the Clinical Instructor and Director of Clinical Education as soon as possible. If a student reporting to the clinical education site/class is ill, it is up to the discretion of the Clinical Instructor or course instructor as to whether or not to send the student home for the day.

Outside Employment

Working and completing the DPT Program is extremely difficult. Students are discouraged from seeking outside employment that requires more than 10 hours per

week of work. Some students find outside employment with flexible scheduling which allows them to complete all the requirements of the DPT Program while earning income. Other sources of funding are available in terms of financial aid and scholarships. Students must understand that ultimately classroom, laboratory and clinical education experiences must be their first priority. Therefore, students are not allowed to miss any education activity due to outside work obligations.

Graduate Assistant Positions

Graduate assistant (GA) positions will be available yearly.

Requirements for consideration to be a Graduate Assistant

- Students must complete the first Summer semester of the DPT program.
- Students must have a GPA of at least 3.00 or above for consideration.
- Students should consider the time demands of the position and any potential impact to their didactic study.

The application process for Graduate Assistant

All students interested in becoming a graduate assistant will be required to complete the following:

- Essay
- Submission of a resume
- Interviews with selected faculty

Essay prompt:

- Students should identify the qualities they possess that would make them a successful GA.
- Students should describe how their interests align with the work of one or more of the faculty members with which they would like to work.

Final Selection

- After the interview, the faculty will determine the student applicants who will serve as GAs and relay this information to the Program Director.
- Students will receive an email from the Program Director or proxy indicating if they were selected for a GA position or if they were not selected.

University Policies

University Student Handbook

<https://www.moravian.edu/handbook>

University Institutional Policies

<https://www.moravian.edu/handbook/policies>

DPT Program Faculty and Advising

Faculty Office Hours

DPT faculty will be available for regularly scheduled office hours. All other times are available by appointment. Faculty may be contacted in person, by phone or by email to ask questions or schedule appointments. Drop-in appointments are welcomed; however, availability may be limited due to the professor's teaching, clinical or administrative schedule. Attempts will be made to return all email and voicemail messages within 24 hours (weekdays) or by the next Monday (on weekends). If you do not receive a response to an email message within 24 hours, please assume the message did not reach the professor and resend the original message.

Advising Policy

Advisor roles and responsibilities: the professional advisor is a faculty member in the DPT Program who provides the student with academic and professional guidance throughout the program of study. Each DPT student will be assigned a professional advisor upon admission to the program. Students will meet with the professional advisor a minimum of once per semester. Additional meetings can be scheduled, as needed, at the request of the student or the advisor. The following are the central forms of support and guidance by the advisor:

- 1) To assist the student in exploring his or her professional interests, abilities and goals within the field of physical therapy;
- 2) To keep the student informed about programmatic and University policies, regulations, and procedures impacting his or her progression in and completion of the DPT Program;
- 3) To offer advice and assistance in planning for entry into the profession of physical therapy and/or future graduate education;
- 4) To develop formal plans as needed to facilitate student progression and success in the program.

Student advising roles and responsibilities: the student's role is to take primary responsibility for the development of their academic program and for meeting all graduation requirements. In the advisor-advisee relationship, student responsibilities include the following:

- 1) To make appointments with the advisor in a timely manner that ensures the advisor is kept informed about the student's progress and performance;
- 2) To seek sources of information and guidance that can assist the student in meeting graduation requirements;
- 3) To become knowledgeable about University and program policies and procedures;

- 4) To be proactive with regard to career planning and to actively involve the advisor as an adjunct to the development of career goals and objectives.

Appendix 1: DPT Student Handbook Agreement

By signing this form, I acknowledge that I have read and am familiar with the most recent edition of the Moravian University Doctor of Physical Therapy (DPT) Student Handbook that is posted on the Moravian University DPT website available at: <https://www.moravian.edu/rehab/physical-therapy-dpt>.

Additionally, I understand the contents of this Handbook and how the policies and procedures of Moravian University's DPT Program will impact my progress in the program. I intend to comply fully with the policies and procedures stated and as prescribed by the DPT Program and Moravian University. Failure to follow the DPT Program rules, regulations, and guidelines can result in disciplinary measures, and/or not completing the DPT Program in the desired time frame. I understand that the policies and procedures established in future editions of the DPT Student Handbook will supersede previous policies and procedures of the DPT Program. The DPT Program Director will notify students of updates to the DPT Student Handbook via email.

Finally, I have spoken with the DPT Program Director to discuss any questions or concerns I have regarding the content of the Doctor of Physical Therapy Student Handbook.

Student's Full Name (Printed)

Student's Signature

Date

Appendix 2: Professional Dispositions, Behaviors and Essential Functions

The Commission on Accreditation of Physical Therapy Education accredits professional training programs in physical therapy and requires institutions to ensure that students demonstrate entry-level clinical performance prior to graduation. Accredited programs must provide evidence that their graduates have acquired the knowledge and skills necessary for eligibility to sit for the National Physical Therapy Examination (NPTE) and upon passing the examination, enter into the profession of physical therapy. As a result, all students admitted to the program must be able to demonstrate the following essential functions with or without reasonable accommodations.

Essential competencies include the ability to meet the cognitive, affective and psychomotor requirements of the curriculum. Examples of tasks related to these essential competencies include the following:

- 1) Comprehend, retain, integrate, synthesize, and apply information to meet curricular and clinical demands;
- 2) Display mature, empathic, and effective relationships with clients and faculty/staff while maintaining professional boundaries;
- 3) Display affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care;
- 4) Communicate professionally, intelligibly, and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds. This includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively;
- 5) Possess reading and writing skills sufficient to meet curricular and clinical demands. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
- 6) The ability to adjust to changing situations and uncertainty in clinical situations;
- 7) Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations and interventions using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
- 8) Recognize disorders of movement and function to accurately develop physical therapy diagnoses, assessments, and therapeutic judgments. This includes the ability to record physical examination items and treatment plans clearly and accurately and differentiate normal versus abnormal findings;
- 9) Participate in classroom and clinical activities for the defined workday.

These are mandatory for admission to, retention in, and completion of the DPT educational program. The program is committed to providing access to qualified individuals with disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. However, the program is unable to make accommodations that impose an undue burden, present a threat to the health or safety

of the individual or others, or fundamentally alter the nature of the academic or clinical curriculum.

These professional dispositions, behaviors and essential functions are developmental, meaning you are not necessarily expected to demonstrate these immediately. However, as you move through the program and receive instruction and education on these skills, you are expected to gradually become proficient in these professional competencies.

You are expected to progress from awareness and understanding to demonstrating, mastering and integrating the following professional dispositions, behaviors and essential functions. Successful progression through the program requires students to progress in these behaviors and functions throughout the program.

- 1) Professionalism: The ability to maintain appropriate hygiene, dress, and demeanor and to follow program policies and procedures.
- 2) Collaboration: The willingness and ability to work together with students, clinical & academic faculty, other healthcare professionals and patients/clients.
- 3) Honesty/Integrity: The ability to demonstrate moral excellence and trustworthiness.
- 4) Respect: The ability to demonstrate consideration and regard for self and others regardless of ethnicity, age, sexual orientation, gender, or religious affiliation. The University's Equal Opportunity, Harassment, and Non-Discrimination statement specifies non-discrimination on the basis of "race, color, national origin, religion, sex, gender identity and expression, political affiliation, age, disability, veteran status, genetic information or sexual orientation."
- 5) Reverence for Learning: The ability to demonstrate reverence for knowledge, experience, and being prepared for academic and clinical responsibilities.
- 6) Emotional Maturity: The ability to control emotions by exhibiting appropriate social behavior in the classroom and clinic and during other program activities and interactions.
- 7) Flexibility: The willingness to accept and adapt to change. The student is expected to have the flexibility to function effectively under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility to function in the face of uncertainties inherent in the clinical problems of many patients/clients.
- 8) Sensory/Observational Skills: The ability to recognize typical versus abnormal movement and function through visual and tactile skills.
- 9) Communication Skills: The ability to demonstrate effective communication skills necessary for establishing rapport with patients/clients, conducting clinical sessions, educating clients and interacting with colleagues, faculty, and other professionals.
- 10) Motor-coordination and Balance Skills: The ability to perform the physical activities and examinations necessary in making diagnoses, manipulate and use necessary equipment without violating testing protocol and with best therapeutic practice. Sustain necessary physical activity required for classroom and clinical

activities.

My signature indicates that I have read and understand the Professional Dispositions, Behaviors and Essential Functions necessary for the profession. If I feel I need reasonable accommodations in order to demonstrate these dispositions, behaviors and essential functions, I am aware that I can contact the Disability Support Services in the Academic Support Center, by phone at 610-861-1401 or email at disabilitysupport@moravian.edu.

Student's Full Name (Printed)

Student's Signature

Date

Appendix 3: Skill Check Rubric

Course Skill Check _____

Student _____ Examiner _____

	Proficient	3 points	2 points	1 point	0 points
Communication	<ul style="list-style-type: none"> ● Full explanation of physical examination procedures ● Obtains consent (where applicable) ● Verbal communication is clear, concise, articulate ● Verbal communication is at an appropriate level for patient understanding ● Non-verbal communication is professional and demonstrates interest in the patient 	Missing 1 item	Missing 2 items	Missing 3 items = Communication is poor and affecting patient-therapist interaction.	Missing > 3 items = Communication is poor and is affecting patient-therapist interaction in an adverse manner.

<p>Safety</p>	<ul style="list-style-type: none"> ● Identifies any potential red flag conditions ● Student is able to modify physical examination to ensure safety of patient ● Maintains a safe environment for patient ● Maintains a safe environment for student 	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<ul style="list-style-type: none"> ● Does not recognize or acknowledge the potential for a red flag to exist. ● Patient or student safety is compromised during the session.
<p>Psychomotor Performance</p>	<ul style="list-style-type: none"> ● Accurately executes all physical examination items with: <ul style="list-style-type: none"> ○ Correct force and speed ○ Hand placement ○ Patient position ○ Therapist position ● Student is able to appropriately adapt position of patient or 	<p>Missing 1 item</p>	<p>Missing 2 items</p>	<p>Missing 3 items Performance of physical examination items is poor and leads to inaccurate results or interpretation. Poor performance may lead to inappropriate interventions being administered</p>	<p>Missing > 3 areas Psychomotor performance is unacceptable and does not provide the therapist with accurate information or jeopardizes the safety of the patient or self.</p>

	<p>therapist based on details of the case</p> <ul style="list-style-type: none"> • Student is able to appropriately adapt the physical examination test/measure based on patient response. • Student ensures that body mechanics are maintained throughout performance. 				
Knowledge and Interpretation	<ul style="list-style-type: none"> • Student is able to select appropriate tests and measures that are pertinent to the case • Student is able to interpret the results of the physical examination items performed • Student is able to articulate the diagnosis 	Missing 1 item	Missing 2 items	Selects several irrelevant tests and measures Unable to accurately interpret the results of the tests or define their clinical relevance	Inability to select the most pertinent tests and measures Unable to accurately interpret the results of the tests or define their clinical relevance

	and prognosis				
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Score ____/24

- 1) Passing score is a 19/24 and meets competency**
- 2) Scoring an unacceptable in any one section or not meeting the passing score would necessitate a remediation of the skill check and failure to meet competency.**

I have reviewed my skill check results with my assigned faculty examiner and questions about my performance were reviewed and addressed.

Student's Full Name (Printed)

Student's Signature

Date

Appendix 4: Practical and Clinical Simulation Rubric

Course Skill Check _____

Student _____ Examiner _____

COMMUNICATION AND PROFESSIONAL BEHAVIOR - Subjective		SCORE
A. History		
1	Obtained pertinent information to relevant problem(s) in a concise, timely manner.	3 <input type="checkbox"/>
2	Obtained most pertinent information; but missed <25% of the essential information.	2 <input type="checkbox"/>
3	Obtained most pertinent information; but missed <50% of the essential information.	1 <input type="checkbox"/>
4	Did not obtain information pertinent to identified problems (>50% missing); allowed the patient to ramble or failed to maintain control of interaction.	0 <input type="checkbox"/>
B. Explanations and Instructions		
1	Gave clear and concise explanations/instructions; demonstrated desired action as appropriate.	3 <input type="checkbox"/>
2	Gave verbal explanations and instructions; did not demonstrate desired action as appropriate.	1 <input type="checkbox"/>
3	Explanations/instructions unclear; no demonstrations given or attempted.	0 <input type="checkbox"/>
C. Responsiveness		
1	Identified, respected, and acted with consideration for the patient's individual differences, values, preferences, and expressed needs.	2 <input type="checkbox"/>
2	Failed to identify, and act with respect for patient's individual differences, values, preferences, and expressed needs.	0 <input type="checkbox"/>
D. Professional Behavior/Rapport		

1	Introduced self as a physical therapist student; listened effectively; responded to verbal/non-verbal cues effectively; developed effective and caring, but professional rapport with the patient.	3 <input type="checkbox"/>
2	Introduced self as a physical therapist student; listened effectively; did not respond to verbal/non-verbal cues effectively. Able to develop professional rapport by the end of session.	2 <input type="checkbox"/>
3	Introduced self and conversed with patient; listened and responded to patient, but missed non-verbal cues; questionable rapport established.	1 <input type="checkbox"/>
4	Failed to develop professional rapport; did not listen or respond effectively to the patient; hesitant and unresponsive in conversation.	0 <input type="checkbox"/>

SAFETY

A. Patient Handling

1	Identified all safety risks to the patient and handled the patient in a safe and comfortable manner.	2 <input type="checkbox"/>
2	Identified most relevant safety risks to the patient; handled patient safely, but did not fully attend to comfort (over-guards, positions inappropriately etc.).	1 <input type="checkbox"/>
3	Failed to identify safety risks to the patient and/or safely handle them in all aspects of examination and/or treatment procedures.	0 <input type="checkbox"/>

B. Body Mechanics

1	Used proper body mechanics to protect self and patient.	2 <input type="checkbox"/>
2	Inconsistent use of proper mechanics.	1 <input type="checkbox"/>
3	Used poor mechanics that could cause harm to self or sacrifice examination/treatment effectiveness.	0 <input type="checkbox"/>

EXAMINATION PROCEDURES

A. Examination Performance

1	Performed examination procedures accurately; utilized resources as appropriate.	3 <input type="checkbox"/>
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2	Performed examination procedures with few or non-essential mistakes; utilized resources as appropriate.	2 <input type="checkbox"/>
3	Performed examination procedures with many mistakes; did not fully utilize resources.	1 <input type="checkbox"/>
4	Failed to accurately perform examination procedures; failed to utilize resources as appropriate; concerns for patient safety.	0 <input type="checkbox"/>
A. Choice of Examination Technique(s)		
1	Chose essential examination procedures accurately without selecting non-essential procedures.	3 <input type="checkbox"/>
2	Chose essential examination procedures accurately with <25% missing essential procedures; performed two or more non-essential procedures.	2 <input type="checkbox"/>
3	Failed to choose >50% of essential examination procedures; performed three or more non-essential procedures.	1 <input type="checkbox"/>
4	Failed to choose >25% of essential examination procedures; performed four or more non-essential procedures.	0 <input type="checkbox"/>
B. Organization		
1	Demonstrated a well-prepared, efficient yet flexible approach to patient examination.	2 <input type="checkbox"/>
2	Was well organized but tended to be inflexible during examination; sacrificed efficiency.	1 <input type="checkbox"/>
3	Frequently disorganized during examination.	0 <input type="checkbox"/>
C. Time Management		
1	Easily completed examination within a given time period.	2 <input type="checkbox"/>
2	Tended to “rush through” examination, but does not omit essential aspects.	1 <input type="checkbox"/>
3	Sacrificed efficiency by performing needless or repetitive examination techniques/omitted essential aspects OR was unable to complete examination within specified time.	0 <input type="checkbox"/>
E. Professional Behavior/Rapport		

1	Obtained informed consent; listened effectively; responded to verbal/non-verbal cues effectively; developed effective and caring, but professional rapport with the patient.	3 <input type="checkbox"/>
2	Obtained informed consent; listened effectively; did not respond to verbal/non-verbal cues effectively. Able to develop professional rapport by the end of session.	2 <input type="checkbox"/>
3	Obtained informed consent; listened and responded to the patient, but missed non-verbal cues; questionable rapport established.	1 <input type="checkbox"/>
4	Failed to obtain informed consent; did not listen or respond effectively to the patient; hesitant and reticent in conversation.	0 <input type="checkbox"/>

THERAPEUTIC INTERVENTIONS		
A. Interventions—Performance		
1	Performed interventions accurately; utilized team members and resources as appropriate.	3 <input type="checkbox"/>
2	Performed interventions with few or non-essential mistakes; utilized team members and resources as appropriate.	2 <input type="checkbox"/>
3	Performed interventions with many mistakes; did not fully utilize team members and/or resources.	1 <input type="checkbox"/>
4	Failed to accurately perform interventions; failed to utilize team/resources as appropriate; concerns for patient safety.	0 <input type="checkbox"/>
B. Choice of Interventions		
1	Chose essential interventions accurately without selecting non-essential interventions.	3 <input type="checkbox"/>
2	Chose essential interventions missing interventions <25% time; performed two or more non-essential interventions.	2 <input type="checkbox"/>
4	Choose essential interventions <25% time; performed four or more non-essential interventions.	0 <input type="checkbox"/>
C. Organization		
1	Demonstrated a well-prepared, efficient yet flexible approach to patient care.	2 <input type="checkbox"/>

2	Was well organized but tended to be inflexible providing interventions; sacrificed efficiency.	1 <input type="checkbox"/>
3	Frequently became confused or disorganized providing interventions.	0 <input type="checkbox"/>
D. Time Management		
1	Easily completed all therapeutic procedures within a given time period.	2 <input type="checkbox"/>
2	Tended to “rush through” therapeutic procedures, but did not omit essential aspects.	1 <input type="checkbox"/>
3	Sacrificed efficiency by performing needless or repetitive therapeutic procedures/omitted essential aspects OR unable to complete all therapeutic procedures within a given time period.	0 <input type="checkbox"/>
E. Professional Behavior/Rapport		
1	Obtained informed consent; listened effectively; provided patient education regarding benefits, risk, contraindication and/or precautions; responded to verbal/non-verbal cues effectively; developed effective and caring, but professional rapport with the patient.	3 <input type="checkbox"/>
2	Obtained informed consent; listened effectively; provided patient education regarding benefits, risk, contraindication and/or precautions; did not respond to verbal/non-verbal cues effectively. Able to develop professional rapport by the end of session.	2 <input type="checkbox"/>
3	Obtained informed consent; provided patient education regarding benefits, risk, contraindication and/or precautions; listened and responded to the patient, but missed non-verbal cues; questionable rapport established.	1 <input type="checkbox"/>
4	Failed to obtain informed consent or provide patient education regarding benefits, risk ,contraindication and/or precautions; did not listen or respond effectively to patient; hesitant and reticent in conversation.	0 <input type="checkbox"/>

<u>Strengths of Performance:</u>	
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<u>Areas needing improvement:</u>	
<u>Suggestions for improvement:</u>	

1. Passing score is a 32/41 and meets competency.
2. If a student receives a 0 on either safety item (patient handling OR body mechanics) or does not meet the passing score, they would be required to remediate the practical examination/clinical simulation and would fail to meet competency.

I have reviewed my practical/clinical simulation results with my assigned faculty examiner and questions about my performance were reviewed and addressed.

Student's Full Name (Printed)

Student's Signature

Date

Appendix 5: Team Learning Peer Review Rubric

Student Name: _____

Peer Evaluator: _____

Date: _____

This form has been developed to provide constructive feedback to your teammates to help foster professional growth in your team and individual members. Comments are highly encouraged and you MUST provide suggestions on any area that you score as “needs improvement” or “exceeds”.

	EXCEEDS (3 POINTS)	SATISFACTORY (2 POINTS)	NEEDS IMPROVEMENT (1 POINT)
Clinical Reasoning: Seeks appropriate information to understand relevant problems and management; applies learning issues to case			
Resources: Uses and critiques a variety of appropriate resources			
Self-Directed Learning: Comes to group thoroughly prepared to discuss learning issues			

<p>Participation: Freely shares thought processes and ideas; needs no prompting</p>			
<p>Team Skills: Facilitates group discussion; demonstrates sensitivity to the level of understanding of all group members</p>			
<p>Evaluation Process: Gives constructive feedback to others; is capable of self-assessment</p>			
<p>Communication : Communicates clearly, concisely, and respectfully to all group members</p>			

Overall Comments:	
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Appendix 6: Student Self-Reflection Rubric

Rate yourself in each of the following ten areas using the scale (0-2):

2 = comfortable and confident of performance

1 = performance adequate and needs improvement

0 = performance was inadequate; felt insecure about performance

Communication

- A. History taking _____
- B. Explanation and instructions to patient _____
- C. Responsiveness to patient's questions or non-verbal cues _____
- D. Patient rapport _____
- E. Avoided use of jargon _____

Therapeutic examination and interventions

- A. Selection of tests and measures _____
- B. Performance of tests and measures _____
- C. Interpretation of examination data/tests and measures _____
- D. Selection of interventions _____
- E. Performance of interventions _____
- F. Ability to modify and adapt to patient needs/surroundings _____
- G. Patient handling/comfort _____
- H. Patient safety precautions _____
- I. Body mechanics (safety) _____
- J. Organization _____
- K. Time management/efficiency _____

In the space provided list what you believe were the two strongest and weakest aspects of your performance and suggestions for your improvement.

Strengths of my performance

A.

B.

Areas needing improvement

A.

B.

Suggestions for my improvement

Appendix 7: Documentation Grading Rubric

	<u>Scoring Items</u>	<u>Possible Points</u>	<u>Points Earned</u>
Reason for Referral	Clear description of current condition	3	
	Clear description of past medical history including medication list	3	
	Clear description of social history/participation and prior level of functioning	3	
	Includes statement of patient's goals	3	
Activities	Includes appropriate outcome measures and screening tools	3	
	Clear description of mobility (including locomotion) and any assistive technology utilized	3	
	Clear description of self-care, domestic life, education and/or work life	3	
	Clear description of environmental factors	3	
Impairments	Includes systems review data for all systems: <ul style="list-style-type: none"> ● Neurologic ● Cardiopulmonary 	3	

	<ul style="list-style-type: none"> • Integumentary • Musculoskeletal 		
	Includes appropriate selection of tests and measures to develop diagnosis, prognosis, and plan of care	3	
Assessment	Summarizes and describes patient using ICF terminology	3	
	Determine PT diagnosis	3	
	Determine prognosis	3	
Goals	Describes functional, patient-centered goals with appropriate time frame	3	
Plan of care	Describes frequency and duration of episode of care	3	
	Describes appropriate coordination/communication	3	
	Describes patient-related instructions	3	
	Descriptions of intervention techniques are at appropriate level (Exercise and Intervention Prescription)	3	
Spelling & Grammar	Accuracy of spelling and grammar	3	

Organization	Information is included in the appropriate sections	3	
Total Score		60	

Scoring:

3 points - All items included (Excellent)

2 points - Most relevant items included (Acceptable)

1 point - Missing substantial relevant components (Needs Improvement)

0 points - Not present (Unacceptable)

Appendix 8: Clinical Reasoning Assessment Tool

Identifier: _____ Date: _____

Indicate if you are the: Faculty Learner

Assessment: Skill Check _____ Practical/Simulation _____ CE I/II/III _____

Content Knowledge – identifies appropriate foundational knowledge and information related to the International Classification of Functioning, Disability, and Health (ICF) Framework. Content knowledge is the knowledge the resident brings to the case, not the knowledge the patient brings/shares. In addition, this is just the *identification of the facts and NOT the interpretation of this information.*

Sample behaviors to assess:

- 1) Identifies appropriate foundational knowledge integral to a patient's health condition including biological and physical (anatomy, histology, physiology, kinesiology, and neuroscience).
- 2) Determines relevant ICF components as they relate to the patient case (identifies the patient's health condition, body structure and function limitations, activity limitations, participation restrictions, and personal and environmental factors).

VISUAL ANALOG SCALE (please mark)

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Beginner

Intermediate

Competent

Proficient

<p>Limited evidence of content and foundational knowledge and identification of patient-related ICF components</p>	<p>Moderate evidence of content and foundational knowledge and identification of patient-related ICF components</p>	<p>Strong evidence of content and foundational knowledge and identification of patient-related ICF components</p>	<p>Comprehensive evidence of content and foundational knowledge and identification of patient-related components</p>
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Comments:

Procedural Knowledge/Psychomotor Skill– ability to determine appropriate test/measure/intervention and psychomotor performance of an intervention/test/skill. (When to perform skill, what skill to perform, and how to perform skill)

Sample behaviors to assess:

- 1) Determines appropriate test/measure/intervention to perform.
- 2) Demonstrates the ability to safely and effectively perform test/measure/intervention (hand placement, patient positioning, palpation, force production, safety, use of equipment).
- 3) Incorporates effective communication strategies including verbal and nonverbal skills (can the resident ask the patient the right questions).

VISUAL ANALOG SCALE (please mark)

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Beginner	Intermediate	Competent	Proficient
<p>Limited accuracy in performing tests, measures, or interventions but can SAFELY perform them.</p>	<p>Moderate accuracy in performing tests, measures, or interventions and can SAFELY perform them.</p>	<p>Strong accuracy in performing tests, measures, or interventions efficiently and effectively utilizing appropriate knowledge base, verbal and manual cues, and use of equipment to allow the patient to complete tests or fully participate in intervention.</p>	<p>Efficiently performs tests, measures, or interventions with skill and ease and able to build patient rapport during the examination and intervention.</p>

Comments:

***Conceptual Reasoning* (Cognitive and Metacognitive Skills – data analysis and self-awareness/reflection)- entails the interrelationship and synthesis of information upon which judgment is made utilizing reflection and self-awareness.** (Making sense out of all of the information)

Sample behaviors to assess and questions to ask:

1. Appropriately justifies, modifies, or adapts test/measure or intervention based upon patient case.
2. Interprets examination findings appropriately including interpreting information from the patient (communication)

3. Applies and interprets patient information across all aspects of the ICF model to justify test/measure or intervention
4. Active listening
5. What additional information do you need to make decisions/judgments?
6. What would you do differently if you were able to do this examination again?

VISUAL ANALOG SCALE (please mark)

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Beginner

Intermediate

Competent

Proficient

Justifies choice for a few tests, measures, or interventions. Able to identify some patient problems. Interprets results of selected tests/measures.	Justifies choice for most tests, measures, or interventions. Identifies relevant patient problems. Generates a working hypothesis and begins to prioritize a patient problem list.	Justifies choice for all tests, measures, or interventions. Prioritizes problem list and incorporates patient goals into plan of care Confirms or disproves working hypothesis and determines alternate hypothesis Synthesizes relevant patient data	Generates a hypothesis, understands patient perspective, and reasoning is a fluid, efficient, seamless process (demonstrates "reflection in action")
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Comments:

General Comments:

Furze J., Gale J.R., Black L., Cochran T.M., Jensen, G.M. (2015). Clinical Reasoning: Development of a Grading Rubric for Student Assessment. *Journal of Physical Therapy Education*, 29(3),34-45.

Appendix 9: DPT Professional Behavior Corrective Action Plan

In addition to the expectations stated in the Moravian University Code of Conduct, all DPT students are also held accountable to standards of professional behavior that are reflective of the *APTA Core Values* and *Code of Ethics*.

If a faculty member, Clinical Instructor, Director of Clinical Education or peer identifies and documents a problem with a student's professional behavior or inability to maintain a standard within the realm of acceptable professional behavior, the student may be placed on the Professional Behavior Corrective Action Plan (PB-CAP). However, if the event is *egregious* enough to warrant suspension or dismissal per the Moravian University Code of Conduct, a student will not be given the opportunity to enter into this plan and will be immediately dismissed from the DPT Program. Examples for this action include but are not limited to: felony conviction; pleading no contest for behaviors that would prohibit the granting of a physical therapy license; behaviors that jeopardize the welfare of patients; aggressive behavior towards peers or educators; or other behaviors that are determined to be non-remediable. If the event is determined to be remediable and does not violate the Moravian University Code of Conduct, they will be allowed to enter into the PB-CAP.

The PB-CAP has two steps:

Step 1. The student will meet with a faculty member, Director of Clinical Education or Program Director to identify the behavior and counsel the student to demonstrate behavior consistent with the professional standard. To identify the level to which the professional behavior is absent, and determine the magnitude of improvement required, the professional behavior continuum in the DPT Program Handbook will be utilized for initial classification and follow-up ([Appendices 9-10](#)). When warranted, referrals to other student services such as counseling services or to the Moravian University Student Help and Referral (SHARE) team will be made. A remediation plan and contract will be created and will include the following items:

1. Description of the specific behaviors that the student is expected to demonstrate.
2. Specific tasks that the student is expected to accomplish.
3. Time frames related to accomplishing the tasks and behaviors.
4. Repercussions for unsuccessful remediation or inability to meet the terms of the contract.
5. A faculty member responsible for monitoring the terms of the contract.
6. Explanation of how the terms of the contract will be monitored.

Step 2. If the faculty member, Director of Clinical Education or Program Director feels that the student did not meet the requirements laid out in the initial remediation contract,

the student will meet with the DPT Professional Behavior Committee. If the committee also determines that the student has not satisfactorily remediated the behavior as defined in the remediation plan contract, the student will either be placed on probation or dismissed from the DPT Program.

If placed on probation, the terms of the probation and remediation will be outlined in a subsequent contract.

If the committee determines that the student is no longer capable of remediation or is unwilling to engage in a remediation process, they will be dismissed from the DPT Program.

Appendix 10: Professional Behavior Continuum

1. Collaboration & Teamwork

Does not resolve conflict in a respectful/collegial way Does not value others' opinions/values Unequal non-collegial interactions and participation Never asks how they can be of assistance Unwilling to accept tasks/ offloads responsibilities	Resolves conflict in a respectful/collegial way Values and respect others' opinions/values Equal collegial interactions and participation Eager to help team Willing to share responsibilities and is team player
----- ----- ----- ----- ----- ----- ----- ----- -----	
Comments:	

2. Honesty/Integrity

Lacks honesty Does not abide by APTA Code of Ethics Does not abide by Moravian University Code of Conduct	Always honest Abides by APTA Code of Ethics consistently Abides by Moravian University Code of Conduct consistently
----- ----- ----- ----- ----- ----- ----- ----- -----	
Comments:	

3. Respect

Lacks respect for confidentiality Does not respect or value efforts toward diversity and inclusion Is not courteous Lacks professional demeanor (dress/language)	Values and observes confidentiality Respects and values diversity and inclusion Always courteous Displays utmost professional demeanor (dress/language)
---	--

Is not present/punctual for learning experiences	Present and punctual for all learning experiences
----- ----- ----- ----- ----- ----- ----- ----- -----	
Comments:	

4. Compassion

Lacks empathy and compassion Is not sensitive to others' needs Does not acknowledge or value the influence of social stigmas	Displays empathy and compassion Is always sensitive to others' needs Acknowledges and seeks to alleviate social stigmas
----- ----- ----- ----- ----- ----- ----- ----- -----	
Comments:	

5. Responsibility

Lacks personal responsibility for actions Does not recognize limits or seek help Does not recognize others' needs Does not confront problematic behavior	Always takes responsibility for actions Recognizes limits and seeks help Recognizes and responds to others' needs Confronts problematic behavior
----- ----- ----- ----- ----- ----- ----- ----- -----	
Comments:	

6. Reverence for Learning

Does not take responsibility for learning Does not welcome and utilize constructive	Takes responsibility for learning Values and implements changes based on
--	---

criticism Does not identify or acknowledge learning barriers	constructive criticism Acknowledges and identifies learning barriers
----- ----- ----- ----- ----- ----- ----- ----- -----	
Comments:	

7. Emotional Intelligence

Lacks self-reflection Does not cope with challenge/conflict/uncertainty Lacks emotional stability Lacks humility Displays unearned confidence or conceit	Exceptional self-reflection Copes with challenge/conflict/uncertainty Demonstrates emotional stability Is humble Displays commensurate confidence
----- ----- ----- ----- ----- ----- ----- ----- -----	
Comments:	

8. Communication & Interpersonal Skills

Ineffective verbal/non-verbal communication Lacks active listening skills Inappropriate behavior (hostile, aggressive, etc.)	Communicates effectively (verbal and non-verbal) with others Uses active listening skills Displays appropriate professional appropriate at all times
----- ----- ----- ----- ----- ----- ----- ----- -----	
Comments:	

Adapted with Permission: Duquesne Doctor of Physical Therapy Program

Appendix 11: Photo and Video Release

I understand and agree to allow my name, photograph, story and video/audio to be used in any number of marketing purposes and communication vehicles for the promotion of the University. This may include, but is not limited to, magazine articles, web features, national and regional advertising on TV, online, radio, newspapers, magazines, outdoor properties, and specialized microsites.

I hereby authorize Moravian University and those acting on its behalf to:

- Record my image, likeness, and/or voice on a photographic, video, audio, digital, electronic, or any other medium;
- Use, reproduce, modify, exhibit, and/or distribute any such recording in any medium for any purpose that the University may deem appropriate, including promotional or advertising efforts with no compensation to me; and
- Use my name in connection with any such recordings or uses.

I understand that I shall have no right to inspect or approve any such recordings and uses and that they shall remain the property of the University. I release the University and those acting pursuant to its authority from liability for any violation of any personal or proprietary right I may have in connection with all such recordings and uses. I have read and fully understand the terms of this release.

Student's Full Name (Printed)

Student's Signature

Date

Appendix 12: Student Consent

I understand that my education in the Doctor of Physical Therapy (DPT) Program will include classroom, laboratory and clinical education experiences. I understand that during the course of the DPT Program I will be subject to known and unknown risks that DPT professionals normally experience in preparation for and during the provision of physical therapy. These may include exposure to various modalities and techniques, infectious and communicable diseases, and risks attendant to the work environment and the academic preparation of Physical Therapists. I will be provided basic instruction in preventive procedures and in the application of reasonable and prudent classroom, laboratory, and clinical practices, which can serve to limit unnecessary exposure and constitute a measure of safety for me and the patients I will treat. I understand that it will be my responsibility to apply these procedures and/or receive these procedures and to take appropriate steps to protect myself and my patients. I understand that students will be expected to perform physical therapy modalities and skill/techniques on each other and I agree to inform the instructor of any condition which may be considered a precaution or contraindication for a particular procedure and will thereby be excused according to the instructor's directions. If I have any questions before beginning the DPT Program or during the DPT Program, I may contact the DPT Program Director or Director of Clinical Education. I also understand that I may stop my participation in the classroom, laboratory, or clinical affiliations any time I think my personal safety or the safety of my classmates or patients is in jeopardy. I understand and assume responsibility for the inherent risks involved in my education in the DPT Program at Moravian University.

Student's Full Name (Printed)

Student's Signature

Date