



Doctor of Physical Therapy Student Handbook

Mission

Trine University promotes intellectual and personal development through professionally focused and formative learning opportunities, preparing students to succeed, lead and serve

The University reserves the right to change and to make exceptions to the provisions of this handbook at any time and to apply any change or to make an exception applicable to any student without regard to date of admission application or date of enrollment. This Handbook is neither a contract nor an offer to enter into a contract.

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Introduction

Doctor of Physical Therapy Program

Mission Statement

The Doctor of Physical Therapy Program at Trine University, by providing high quality, professionally focused, physical therapy education, enables its graduates and faculty to make a positive impact on the healthcare needs of their communities through service, leadership, and scholarship.

Vision Statement

The Doctor of Physical Therapy Program at Trine University will be a recognized as a premier provider of physical therapy education, adding value to the lives of its graduates and community members.

Philosophy

Physical therapists have an obligation to their patients, communities and profession, to promote and maintain high moral, ethical and clinical practice standards. Doctors of physical therapy have a responsibility to promote evidence-based practice and to expand, evolve and refine the profession's knowledge base. Students of physical therapy must assume the responsibility of learning while faculty members must create and nurture an environment that motivates learning through active involvement. For this reason, we endorse learning activities that bring real-world challenges into the classroom, and students to the real world of physical therapy practice. We place a high value on faculty members who, as role models and mentors, help students to cultivate self-awareness, interpersonal skills, professional behaviors, and passions for service and lifelong learning.

"Education is not the filling of a pail, but the lighting of a fire." ~ W.B. Yeats

Goals and Outcomes

Goal 1: Upon completion of all requirements of the Trine University Doctor of Physical Therapy Program students will be prepared for entry level physical therapy practice in a variety of setting to make a positive impact on the healthcare needs of their communities through service, leadership, and scholarship.

Goal 2: Graduates of the Trine University Doctor of Physical Therapy Program will be engaged in ethical, competent, and professionally rewarding physical therapy practice.

Goal 3: Faculty of the Trine University Doctor of Physical Therapy Program will advance the profession and inform their teaching through service, leadership, and scholarship.

Goal 4: Faculty of the Trine University Doctor of Physical Therapy Program will demonstrate a commitment to the utilization of best practices in education, continuous professional development, and the promotion of evidence-based approaches to physical therapy practice.

Goal 5: The Trine University Doctor of Physical Therapy Program will continually assess, develop, and improve the curriculum.

Goal 6: The Trine University Doctor of Physical Therapy Program will demonstrate a commitment to the physical therapy profession by facilitating collaborative activities for continuous professional growth in its communities.

Curriculum

- DPT Curriculum is available on the Trine DPT website:
<https://www.trine.edu/academics/majors-degrees/graduate/doctor-physical-therapy/courses.aspx>
- DPT Program Course Description is available on the Trine DPT website:
<https://www.trine.edu/academics/majors-degrees/graduate/doctor-physical-therapy/documents/dpt-course-descriptions.pdf>

Accreditation

Trine University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools, www.ncahlc.org. Telephone 312.263.0456.

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

The Doctor of Physical Therapy Program at Trine University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

Admissions

Admission Policies

The President of Trine University reserves the right to have executive authority over any admission decisions.

If accepted students wish to postpone their start in the program, they must reenter the competitive admission process.

If the deadline for refund of the admission deposit has already passed, this deposit will be retained but another one will not be required for the following year if the applicant is again successful in gaining admittance. After two admission cycles, the applicant must submit a new application.

The Program's application is available online. Prospective students are expected to submit their application online along with other documentation as noted. All applications are reviewed by faculty and decisions are conveyed to the applicant in writing under the signature of the Program Director.

Admission Requirements

- Graduate Admission Requirements may be found on the Trine DPT Website: <https://www.trine.edu/academics/majors-degrees/graduate/doctor-physical-therapy/admission-requirements.aspx>
- Undergraduate Freshmen Admission Requirements for Trine University DPT 3+3 Path may be found at: <https://www.trine.edu/academics/majors-degrees/undergraduate/pre-physical-therapy-professional-track/direct-entry.aspx>

Conditional Admission

Please refer to the Graduate Information section of the current [Course Catalog](#)

Transfer of Credit

It is not anticipated that many students would have credits to transfer into the DPT Program, except under unusual circumstances. In the event that this should be the case, students should refer to the University Handbook and Course Catalog for institutional policy on the transfer of credits and consult with the DPT Program Director. All potential DPT Program transfer credits for the DPT Program must be submitted for approval prior to enrollment in the DPT Program. Students must provide transcripts and a course syllabus or catalog with a course description so a determination can be made regarding the specific transfer credit request. All credit transfers will be evaluated by the DPT Admissions Committee and DPT Program Director. The DPT Program does not permit testing out of courses or credit by examination.

Technical Standards

Trine University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment. However, students are informed that the process of becoming a physical therapist requires the completion of a graduate education program which is intellectually, as well as physically, challenging. The candidate should be able to perform in a reasonably independent manner and understand that reasonable accommodation does not mean that students with disabilities are exempt from certain tasks.

Student Compliance with Technical Standards

The DPT Program prepares physical therapists to serve as primary providers of physical therapy care. This program is a complex and intensive course of study that places specific demands on students that closely resemble the physical and intellectual challenges graduates of the program will encounter as practicing physical therapists. In order to function as clinical physical therapists, individuals must be able to meet certain physical, emotional, intellectual, and communication expectations for performance. This program is designed to prepare students to be entry-level physical therapists.

The purpose of technical standards is to delineate the psychomotor, cognitive, and affective skills and abilities deemed essential for matriculation into, continuation in, and graduation from the educational program. Technical standards are necessary to create specific expectations for student performance in the classroom, laboratory and clinical education environments. Students are to familiarize themselves with these essential functions and determine whether or not they are able to perform the specified tasks. Technical standards must be met with or without reasonable accommodations consistent with The Americans with Disability Act, Section 504 of the Rehabilitation Act of 1973.

- **Psychomotor Skills**

Gross and fine motor skills are required to meet the responsibilities of a physical therapist student in a wide variety of educational and clinical settings. A student must be able to perform motor movements required to provide general and emergency care to all patients. These demands include reasonable endurance, strength, equilibrium, and precision. A student must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, diagnostic maneuvers and procedures, and other diagnostic manual maneuvers in a safe and effective manner. A student must be able to execute general motor movement such as transferring/transporting, gait training, and positioning of patients, physically restraining adults and children who lack motor control, and manual mobilizing techniques.

- **Observation**

Observation is an essential component of evaluation and assessment for a physical therapist student. In general, this requires functional use of vision, hearing and somatic sensation including the ability to perceive position, pressure, movement, weight, and vibration. A student must be able to demonstrate the following observational skills: examination of non-verbal patient communication, skin integrity, radiographic findings, graphic representations of data, changes in body position/movement, and gauges on equipment. In the classroom, a student must be able to independently observe and participate in laboratory dissection of cadavers, the microscopic analysis of tissues, and lecture and laboratory demonstrations in all courses.

- **Communication**

Effective and sensitive verbal, non-verbal, and written forms of communication must be demonstrated by a student. This is necessary in order to elicit information, describe changes in mood, activity and posture, assess non-verbal communications, and be able to effectively and efficiently transmit information to patients, fellow students, faculty and staff, and all members of the health care team.

- **Intellectual, Conceptual, and Integrative Abilities**

To effectively solve problems, a student must be able measure, calculate, reason, analyze, integrate, and synthesize information in a timely manner. A student must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures. A student must be able to synthesize knowledge and integrate relevant aspects of the patient history and examination findings in order to develop an accurate physical therapy diagnosis and determine an effective treatment plan within reasonable time constraints imposed by the needs of the patient, the facility, and the standards of care.

- **Affective, Behavioral, and Social Capabilities**

Empathy, compassion, integrity, honesty, concern for others, good interpersonal skills, interest, commitment, and motivation are all required personal characteristics that a student must possess. A student must possess adequate mental and emotional health necessary for the full utilization of his/her intellectual abilities; the exercise of good judgment, academic honesty, maintenance of patient confidentiality, the prompt completion of all responsibilities attendant to the care of patients and course assignments; and the development of mature, sensitive, and effective relationships with patients and others. A student must also be able to tolerate taxing workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in clinical situations. A student is expected to be able to accept and reflect upon appropriate suggestions and criticisms and, if necessary, respond by modifying personal behaviors. A student should also conduct him/herself at all times in a manner consistent with the American Physical Therapy Association Code of Ethics and Guide for Professional Conduct.

Academic Standards

Grading

Appeals and Incomplete Grade Policy

The awarding of grades is the prerogative of the classroom instructor in accordance with Trine University policies. Please refer to the [Trine University Student Handbook](#) and [Trine University Course Catalog](#) for information regarding grading appeals, incomplete grade, in progress grade, and course repeat policies.

Grading System

A	Excellent	4.0	94% and above
B+	Very Good	3.5	88-93%
B	Good	3.0	82-87%
C+	Above Average	2.5	76-81%
C	Average (lowest passing grade)	2.0	70-75%
F	Failure	0.0	69% or below
S	Satisfactory	not figured into GPA	
U	Unsatisfactory	not figured into GPA	
I	Incomplete	not figured into GPA	
IP	In Progress (grade deferred)	not figured into GPA	
W	Withdrawal before completion of 80% of the semester		
WP	Withdrawal after completion of 80% of the semester with passing work at the time of withdrawal		

Progression Through Curriculum

The curriculum follows a prescribed sequence of courses. The students in each class are expected to enroll full-time and to take the courses in the same order. At the discretion of the faculty, a student may enroll part-time if unusual circumstances prevent them from proceeding with the same schedule as their classmates. The entire faculty must approve part-time status.

Comprehensive Examinations

Comprehensive examinations assess knowledge and competency in a given patient evaluation, treatment and/or assessment skill. These comprehensive examinations are requirements of the spring semester courses and will be administered by the faculty each spring semester. In addition, as an assessment concerning the actual performance of the skill, all comprehensive examinations will include assessment of communication skills, any required adaptations, appropriate professional behaviors and when indicated, decision making. All comprehensive examinations MUST also include an assessment of critical safety. Safety must be weighed such that a student who is unsafe during the comprehensive examinations will not pass the examination. Students must achieve a passing grade as listed in the DPT 5211 CARE II and DPT 6211 CARE V syllabi. If the student is unable to pass his/her comprehensive examination, he/she will receive an unsatisfactory grade in the CARE course for that semester and be required to retake the course.

Retention Policy

Academic Requirements

Students admitted to the Physical Therapy Program are required to meet the criteria of the Program as follows:

- Earn a minimum GPA of 3.0 each semester
- Earn a minimum cumulative GPA of 3.0
- Earn a grade of S in all courses graded S (satisfactory) or U (unsatisfactory)
- Earn a grade of C or better in all courses graded A through F
- Earn no more than 8 credit hours below a B

Academic Probation and Dismissal

A student will be placed on academic probation under any of these conditions:

- Earning a semester GPA below 3.0 once

A student will be academically dismissed under any of these conditions:

- Earning a grade below a C in any course graded A through F
- Earning a grade of U in any course graded S (satisfactory) or U (unsatisfactory)
- Earning a semester GPA below 3.0 twice.
- Attaining a cumulative GPA below 3.0 for three consecutive semesters

A student who is dismissed may apply for readmission immediately by contacting the program director and completing the re-admit form, providing a written statement explaining reasons for not meeting academic standards and outlining their plan for future success. The Graduate Council will determine the outcome of the re-admit request.

Students should consider the leave of absence policy as an option to retake classes prior to being placed on academic probation.

Because of the full-time cohort nature of the DPT Program, both a leave of absence and an academic dismissal may have significant financial implications. Students are encouraged to talk with their advisor and the DPT Program Director to help with forming their best plan.

Leave of Absence Policy

Students who find it necessary to temporarily withdraw from the program or any course(s) in the program must request a leave of absence if they intend to return to the program. The request must be submitted to the program director in writing, within one week of the withdrawal and cannot exceed one calendar year. Program faculty will review the request and have the discretion, but are not required, to grant such leaves. In addition, the faculty may recommend that the student complete specified activities while on leave that will allow the student to be better prepared to resume full time studies upon their return. This may include, but is not limited to, additional coursework, tutoring, meeting with faculty, etc. Prior to their return, the student's academic record will be reviewed and, if courses which have already been completed are considered out of date, or if new requirements/competencies have been added to such courses, the faculty may stipulate that certain courses be taken or retaken to meet requirements. A student, who is in good academic standing and requests a leave of absence such as the case for medical reasons, can be reinstated at the same course level. The leave must be approved by the faculty, and the student must be reinstated within one year. Students who request a leave of absence because they are academically ineligible to continue in the program due to reasons stated in the Retention Policy will be required to repeat the course(s).

Before returning to the Program, the student must complete all additional requirements. Proof of compliance with these additional requirements must be submitted prior to resuming courses. The student must notify the PT Program Director in writing of his/her continued intention to return to the program at least two (2) months prior to re-enrollment. In addition, the student is required to pay all fees required of incoming students by the stated deadline. A student who withdraws from any required physical therapy course without requesting and/or receiving a leave of absence from the program will be considered as a withdrawal from the Physical Therapy Program.

Any student requiring a leave of absence longer than one (1) academic year will be required to submit a request for an extension to the original leave of absence at least one (1) month prior to the end of the initial request. Failure to request a continuation of the leave of absence will be considered as withdrawal from the Physical Therapy Program.

Attendance

Attendance Policy

Classroom attendance is analogous to being present at your clinical practice site. In the event that you are not attending, notify the DPT Program Director and the course instructor as much in advance as you are able. Please refer to the [Trine University Student Handbook](#) for additional information.

Withdrawal and Administrative Dismissal

Please refer to the Graduate Information section of the current [Course Catalog](#) for all information regarding Academic or Medical Withdrawal and Administrative Dismissal.

Assessment

The academic assessment process at Trine University is designed to measure the abilities and knowledge of students graduating from all degree programs. It also measures student satisfaction with the program. Sometimes students will be asked to reply to surveys or questionnaires that rate the quality of instruction, the level of satisfaction with career preparation, and the overall satisfaction of the Trine experience. Occasionally, anonymous samples of student course work will be used in an assessment process.

Trine University is committed to providing quality educational experiences for our students. The information gathered through the assessment process provides information for continual improvement of our programs.

Graduation

Graduation Requirements

An "Intent to Graduate" form is filed through the Registrar's office at the beginning of the DPT Program. This form will include an expected graduation date and other information pertinent to graduation. All degree requirements must be completed within five years.

Students are required to follow the plan of study for the Doctor of Physical Therapy degree. Students must be in compliance with the conditions and requirements for graduation as set forth by the University.

Standards of Conduct

APTA Code of Ethics and Core Values

The American Physical Therapy Association (APTA) has adopted [Code of Ethics and Core Values](#) for all physical therapists. It is the responsibility of the student to uphold this code and these values in all situations. Failure to uphold the APTA Code of Ethics and Core Values could result in the failure of a course or clinical experience.

Trine University DPT students are expected to become student members of the APTA. Students will be highly encouraged to participate in state chapter and national activities. Students who have questions are encouraged to visit the APTA website (www.apta.org) and speak with their advisors for more information.

The APTA is the professional organization for physical therapists in the United States. There are many resources and benefits to being a member both as a student and professional. As a student you may attend the state and national conferences and student conclave at discounted rates.

Professional Behaviors

Professional behavior is, without exception, required. It is expected that all students demonstrate behaviors consistent with those of healthcare professionals. It is required that all students exhibit these behaviors in the classroom and laboratory settings, during site visits, CARE courses, clinical internships, and service learning activities. Failure to demonstrate these behaviors could result in failure of a course or clinical experience.

Professional behaviors include the following:

1. **Critical Thinking** - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.
2. **Communication** - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. **Problem Solving** - The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

All Trine University DPT Students will be Expected to:

1. Demonstrate safe performance of activities, sensitivity to individuals, appreciation for alternate points of view, respectful communication, concern for self, cooperation with others and acceptance of personal and corporate responsibility for the coursework should be demonstrated
2. Show respect for facilities and equipment in the School of Health Science and in the clinical education settings.
3. Present an appropriate personal appearance in classrooms, laboratories and Clinical Education settings and at public meetings where their identity as physical therapy students is apparent. Please refer to the Dress Code for details.

Professional behaviors are evaluated by self-assessment, clinical instructors, peers, and faculty. Written clinical instructor comments and instructor observation of student performance provide the basis for counseling on professional behavior. It is expected that most cases of professional misbehavior can be successfully corrected by sensitive discussion and counseling between the faculty and the student. A plan for remediation will be developed and implemented.

Dress Code

Classroom dress code is analogous to wearing attire that most represents to your patient that you are a professional. In some cases it is specifically directed as a condition of employment. While in the classroom, a neat and modest professional appearance is appropriate. Standards of professional appearance change. If you have questions about presenting a professional appearance, please either converse with a classmate or a member of the faculty.

Students will follow dress code of the facility where they will be performing their clinical education experiences.

Laboratory and Classroom Use

The faculty members in the DPT Program encourage students to use every opportunity to practice competencies in all aspects of physical therapy. However, special concern must be given to safety of students and/or equipment when any equipment or exercise techniques are used outside of class. For student safety, it is strongly recommended that students come in groups of a least two persons if they arrive or remain after dark. The following procedures and precautions must be practiced for the use of lab, classroom, and/or equipment outside of class:

- Students may not utilize any equipment other than equipment relating to past or current study, or for approved research endeavors.
- Students may only practice on one another. Students can serve as a "check system" for each other, thereby, minimizing accidents relating to errors.

- Students will clean up after themselves and leave their space in a neat and organized manner so that the space can be readily used by others.
- Under no circumstances is treatment to be provided for a pathological condition except for approved research endeavors or other specified occasion. This must adhere to the scope of physical therapy practice in the State of Indiana. For example, a licensed physical therapist must be available to supervise.
- If a student thinks a situation exists that may be exempt from one or more of the rules noted above, the circumstances must be described and approval must be obtained prior to exercising the exemption. Approval will be granted by the responsible faculty member and by the DPT Program Director.

Use of Electronic Devices and Social Media

Appropriate conduct in every teaching environment in the DPT Program promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach or student learning is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom.

Examples include but are not limited to: ringing cell phones, text messaging, watching videos, playing computer games, doing email, instant messaging, or surfing the internet on your computer. Students who participate in disruptive behaviors will be asked to leave the classroom. Follow these simple regulations to avoid the inappropriate use of technology in the classroom:

1. All cell phones must be turned off or set to vibrate mode while in class and be stored away from the study space.
2. If expecting a critical health or family-related call, please inform the instructor prior to start of class. Please sit in the last row of class in order to avoid disturbing other classmates.
3. Laptop computers, iPads, etc., are to be used for note-taking only, unless specifically addressed by the instructor of record.
4. If electronic devices are improperly used, a verbal warning will be issued first, followed by a request from the instructor for the student to leave the class.

Best Practices That DPT Students Are Expected to Follow

1. Take responsibility and use good judgment. Students are responsible for the material you share through social media. Be courteous, respectful, and thoughtful about how others may perceive or be affected by what you share. Libel laws are in effect even when your social media accounts are set to "private."
2. Think before you post. Anything you post is highly likely to be permanently connected to you and your reputation through Internet and email archives.
3. Protect your own privacy. Privacy settings are not absolute and once on the Internet, content is likely there permanently.
4. When interacting with other students, faculty or clinical instructors, or patients on the internet, maintain appropriate boundaries in accordance with professional and ethical guidelines just as you would in any other context.
5. When students see unprofessional content posted by colleagues, bring the appropriateness of that content to the attention of the individual. If the behavior violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to a DPT faculty member.
6. Maintain clear lines between professional and personal social media activities.
7. Avoid using the university's name to promote or endorse any product, cause, religious view, political party, candidate, etc.
8. Avoid using the university's name in connection with comments, photos, videos or images that could be interpreted or perceived as slurs, demeaning, inflammatory, illegal, unduly suggestive, sexual innuendo, inappropriate or otherwise contrary to the University's Mission.
9. Never post content that represent a breach of confidentiality.
10. Use good judgment. When in doubt, do not post.

Activities That May Be Grounds for Dismissal from the DPT Program

1. Publishing, discussing, or sharing in any way the health information of other individuals. Be aware that removal of an individual's name or use of a pseudonym does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment or posting of patient stories and/or pictures (such as a before/after photograph of a patient having surgery, a photograph of a patient participating in physical therapy, or a photograph of the contents of a patient's room) may still allow the reader to recognize the identity of a specific individual.
2. Claiming to be an official representative or spokesperson for Trine University or its entities, including the Physical Therapy program.
3. Assuming the identity of another person or otherwise attempting to obscure one's own identity as a means to circumvent the prohibited activities outlined in this policy.

Unprofessional Behavior That May be the Basis for Disciplinary Action

1. Using vulgar language.
2. Using language or photographs that imply disrespect for any individual or group, including but not limited to age, race, gender, ethnicity, or sexual orientation.
3. Publishing or sharing in any way, personal photographs or photographs of oneself or others that may reasonably be interpreted as condoning irresponsible use of alcohol, the use of recreational drugs, illegal activities, or sexual promiscuity.
4. Publishing, discussing, or sharing in any way, potentially inflammatory or unflattering material on another individual's website (e.g. on the "wall" of that individual's Facebook site).

Laptop Computer Policy

All Trine University DPT students are required to have or purchase a laptop computer for use in the classroom and during clinical education experiences.

Trine University minimum specifications:

- Windows 7 operating system or newer/Latest Mac OS
- Intel i5 processor or faster
- 8GB RAM or more
- 128GB or larger (1TB of cloud storage through OneDrive is provided)

Community Standards

University Community Standards apply to all students and student organizations. Please refer to the [Trine University Student Handbook](#) for specific details of each behavior.

Academic Misconduct

Academic honesty is required in all academic endeavors. Violations of academic honesty include any instance of plagiarism, cheating, seeking credit for another's work, falsifying documents or academic records, or any other fraudulent classroom activity. Violations of academic honesty may result in a failing grade on the assignment, failure in the course, or expulsion from school.

Disciplinary Structure

Learning to live as productive members of a university community is a developmental process that starts as a freshman and continues throughout the college experience. The primary goals of educational discipline are to educate students in the understanding of community and to help them assume and demonstrate responsibility as a member of a civilized society. The primary principle upon which the disciplinary program is based is that actions have consequences. Educational discipline is different from law enforcement. The goal is education and restoration.

Disciplinary Sanctions

Sanctions for misconduct may include, but not limited to fines, loss of privilege or participation in any university activities, sports, academic organizations, service learning activities, or integrated clinical experiences or trips for a set period of time, restitution, university service hours, educational/service activities, dismissal, and/or expulsion.

Please refer to the [Trine University Student Handbook](#) for more information regarding the Disciplinary Process.

Clinical Education

Clinical Education Summary

Clinical education is an essential part of the Trine University Physical Therapy Program. The physical therapists and health care facilities participating in clinical education are carefully screened and share the PT Program's mission to have a positive impact on the healthcare needs of their communities through service, leadership, and scholarship.

Clinical Education consist of two parts: The Clinical Application and Reflection Experience (CARE courses) and full-time clinical education experiences. CARE courses are integrated clinical courses and are placed during the first five semesters of the program. Four clinical education experiences exist in the last three semesters: one in the sixth semester, two in the seventh semester, and one in the eight semester.

Each type of clinical education experience exposes students to differences in: patient problems, acuity and complexity, clinical skill development, interactions with other health care professionals, practice issues, documentation, and culture. Students must complete their clinical education experiences in three practice areas: inpatient, chronic care, and outpatient that span four practice patterns- musculoskeletal, neurological, cardiovascular/pulmonary, and integumentary. Students may also participate in more specialized patient care areas including, but not limited to, home health, sports medicine, pediatrics, wellness clinics, hand therapy, burn hospitals or occupational health.

Students participating in clinical education experiences are still part of the University and are expected to meet all of the tuition obligations and academic requirements of a student. Students must adhere to the schedule assigned them by their clinical education experience site, including holiday and work schedules.

Assignment to Clinical Rotations

Clinical education experience placement decisions are made under the supervision of the Director of Clinical Education (DCE) based on mandatory course requirements, the individual learning needs of the student, student preferences, and site availability. Students are only placed at sites in which there is an active clinical education experience agreement. Students may suggest new sites and work directly with DCE to obtain clinical education experience.

We encourage students to be actively engaged with the DCE about placement decisions. The Director of Clinical Education will make final placement decisions.

Evaluation for Clinical Education

Evaluation is a necessary and useful tool in education. To bring value, it should be done in an honest, continuous, shared process, and the results acted upon. To be effective, the atmosphere must be open, allow for discussion and opportunity to learn or practice areas of deficiency should follow. Evaluation is a part of the didactic learning on a regular-frequent basis and must occur in the clinical experience as well.

Evaluation refers not only to evaluating the student's skills, but also refers to evaluation of the curriculum, the faculty, and the clinical facility. All aspects of the evaluative process should include student input.

CARE Courses

Students will be assessed at the conclusion of their Clinical Application Reflection Experience (CARE) courses using the Clinical Internship Evaluation Tool (CIET). This assessment will be provided to the students and CARE clinical faculty by the Director of Integrated Clinical Education (DICE). Students are to be assessed by the CARE clinical instructor, a peer, and themselves. Final grades are assigned by the course instructor based upon completion of assigned work and assessments. Grades for the CARE course series are on a satisfactory/unsatisfactory basis. Further information about each course can be found in the course syllabus. Students are also required to complete the student's evaluation of a clinical education experience for the CARE courses. All CARE clinical instructors will be reviewed annually by the DICE.

Full-Time Clinical Education Experiences

Students will be evaluated at least once on any clinical education experience less than six weeks in length and at least twice during each clinical education experience of six or more weeks. The Clinical Instructor (CI) will assess and review the student's progress once in the middle and at the end of the clinical education experience. The student will provide feedback, along with the CI, during a scheduled site visit, telephone conversation, or email with the DCE or another faculty member during each clinical education experience. The student may, at any time during a clinical education experience, request additional feedback from either the clinical or academic faculty. It is recommended that formative evaluations be done on a daily and weekly basis in relation to specific patient care areas or in other areas as needed.

Students on full-time clinical education experiences will be assessed using the Physical Therapist Clinical Performance Instrument (CPI). The CPI can be found at <http://www.apta.org/PTCPI/>. The student must be competent at entry-level in each category by the end of the final long term clinical education experience. If any problems/questions/comments arise regarding the evaluation process, please do not hesitate to call the DCE or to address the matter during a site visit or midterm phone call.

The student is responsible for submitting the CPI, the student's evaluation of a clinical education experience, and any written assignments or reflections as indicated by the course syllabi at the conclusion of each clinical education experience. Final grades for all clinical education experiences are on a satisfactory/unsatisfactory basis and assigned by the DCE as per the course syllabi. Failure to complete the CPI, student's evaluation of a clinical education experience, or any written assignments or reflections could result in an unsatisfactory grade in the course which would require the student to repeat the course.

All clinical sites and clinical instructors will be evaluated by the student using the student's evaluation of a clinical education experience. If the need arises, the DCE will also perform informal assessments of the clinical sites and/or clinical instructors.

All clinical education faculty members are encouraged to assess the DCE using the DCE Performance Assessment. This assessment can be found on the APTA website at <http://www.apta.org/Educators/Assessments/ACCE/DCE/> or contact the DCE to receive a copy.

Requirements for Clinical Education

Communication

It is the DCE's responsibility to send the course syllabi, instructions for the clinical instructor, CPI training materials, and verification and/or a certificate of liability insurance to the clinical site approximately 6 weeks prior to the start of the clinical education experience.

It is the student's responsibility to contact the clinical site 4-6 weeks prior to the start of the clinical education experience to determine information regarding location, parking, clinic hours, dress code, etc. The student must submit to the site required up-to-date health information along with verification of health insurance, immunizations, background check, OSHA training, HIPAA training, CPR certification, and any additional information that the site is requesting.

Certificate of Liability Insurance

All students are provided professional liability insurance through Trine University. Professional liability insurance covers their activities as a physical therapy student in the classroom, laboratory educational experiences and clinical education experiences. A student's professional liability insurance does not cover the student in activities outside the domain of the DPT Program (e.g. while employed as a PT aide) or during unsupervised practice of psychomotor skills. Proof of professional liability insurance by clinical sites is available upon request from the DCE.

Health Insurance

Students will be expected to show proof of coverage for personal health insurance before the start of the program and maintain coverage throughout the professional program. Students are required to submit a copy of their health insurance card annually to the Administrative Assistant. Copies of insurance cards will become part of the students' clinical education file.

Immunizations

Immunizations are based on Centers for Disease Control recommendations and requirements of our affiliating health care institutions. The following requirements are correct as of 3 July, 2019.

Titers (requires blood to be drawn):

Titer lab results provide proof of immunity to the conditions listed below. Childhood vaccinations alone do not meet the Center for Disease Control (CDC) recommendations for Health Care Providers.

Our clinical partners require that we follow CDC recommendations. Therefore, they are program requirements:

- Hepatitis B - Antibody IgG
- Measles (Rubeola)
- Mumps
- Rubella
- Varicella

Vaccinations:

Tetanus, Diphtheria, Acellular, Pertussis (Tdap) is required every 10 years (If you received a Tdap vaccination after May 1, 2012 you will not need another one.)

Annual TB Screen:

- Option 1 - TB Blood Draw (also called the interferon-gamma release assays or IRGAs): There currently are two types of IRGAs used in the US: QuantiFERON®-TB Gold In-Tube test (QFT-GIT) and T-SPOT®. TB test (T-Spot). Either of these tests are acceptable.

NOTE: Advantage – This option only requires one trip to the lab or physician office.
Disadvantage – More expensive.

- Option 2 – Multiple Step PPD/TB Screen:
 - Step 1: Have skin surface test performed
 - Step 2: Return between 48 and 72 hours after administration to have this test read
 - Step 3: 2nd test performed
 - Step 4: Return between 48 and 72 hours after administration to have this test read

NOTE: Advantage – Less expensive.
Disadvantage – Requires four trips to the lab or physician office. (If you miss a test or reading, the whole process may need repeated.)

Medical Contraindication/Waivers

If there is medical contraindication to any required immunization(s), verification from the primary healthcare provider must accompany the health record. When any medical contraindication exists, a waiver must be signed by the student to acknowledge that inadvertent exposure might occur and to release the clinical site and university from liability in the event of exposure. Appropriate waiver form(s), obtained from the Program, must be signed and on file with the Program.

If a student, for whatever reason, elects to waive an immunization requirement(s), placement in a clinical setting cannot be guaranteed. As such, the student may be deemed unable to complete the required clinical education coursework.

Background Check

The purpose of the background check policy is to:

1. Promote and protect patient/client safety, as well as the well-being of the campus community.
2. Comply with the mandates of clinical sites which require student background checks as a condition of their written contracts with the Physical Therapy Program, Trine University, as stipulated by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).
3. Promote early self-identification of students who may be “at risk” for not meeting Physical Therapy licensure eligibility requirements in some states due to a felony conviction.
 - Students with an identified history of criminal activity may be at risk for not being able to successfully complete the required clinical education requirements of the DPT program. Successful completion of all designated clinical education experiences is a graduation requirement for a DPT degree.

- In order to ensure that a student with a history of a felony conviction is eligible for sitting for the National Physical Therapy Exam (NPTE), the “at risk” student will need to seek clarifying information directly from the licensure board of the state in which s/he wishes to practice.

Please, see the following website for contact information for the PT licensure agency for each state: <http://www.fsbpt.org>

All incoming physical therapy students are required to submit to and receive a criminal background check as a condition of enrollment at the student’s expense. Instructions for obtaining the initial background screening will be provided to the student at program orientation.

The DPT Program will track each student to ensure compliance and to verify presence of a negative criminal record. If a background check identifies a history of criminal behavior, the student may be prohibited from participation in clinical education courses. Cases will be evaluated on an individual basis by the DCE with consultation from the DPT Program Director and/or other University administrative personnel. Any criminal activity in question must be disclosed to the clinical site prior to placement. Clinical sites have the right to refuse placement for any student possessing a history of criminal activity. All information gathered in the process of criminal background checks is strictly confidential. Information may not be revealed to any other party without written permission from the student. Students will be provided with the results of the background check and, unless otherwise required by the clinical site, will be responsible for sharing this information with the assigned clinical site(s) upon request.

OSHA Training

The Occupational Safety and Health Administration (OSHA) has defined requirements which specify the protective measures all healthcare personnel are required to perform in order to prevent the spread of communicable disease. All students will participate in Blood-borne Pathogens Training prior to participation in clinical and/or patient-related activities; training is provided by the DPT Program.

HIPAA Training

The Health Insurance Portability and Accountability Act (HIPAA) defines a set of uniform standards relating to the security, privacy, and confidentiality of patient health-related data. All students must participate in HIPAA training prior to participation in clinical and/or patient-related activities; training is provided by the DPT Program. This training orients the student to concepts of confidentiality, appropriate access of information and appropriate release of information procedures for protected health information. Students must pass a post-test and receive a certificate of completion to meet this requirement. Students may not participate in any clinical or patient-related activity unless certification is current.

Substance Abuse Testing

Students are required to consent to and pass a substance abuse test prior to being placed on clinical education experiences including CARE courses. All DPT students are required to complete a 5 panel drug screen annually. Some full-time clinical education experiences have additional testing requirements.

CPR Certification

All entry-level students in the DPT Program are required to obtain and maintain certification. The DPT Program will provide this certification annually for students as part of the CARE course series curriculum. Students whose certification lapses are responsible for re-certification at their own expense.

General Information and Support

Affirmative Action Statement

Trine University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment.

Details and contact information may be found at: <https://www.trine.edu/about/titleix/index.aspx>

American with Disabilities Act (ADA) Compliance

Trine University is committed to the full inclusion of individuals with disabilities and to improving the accessibility of all campus programs and activities. Any student who wishes to request an accommodation, or who has questions about the accommodation process should contact our ADA coordinator directly. In addition, the University prohibits retaliation against individuals for engaging in activities protected by the ADA or by Section 504.

Academic Support

The goal of Academic Support Services is to assist all students to become efficient, self-confident, and independent learners.

Additional information on academic support services can be found at:

<https://www.trine.edu/academics/success/disability-accommodations.aspx>

Adverse Weather

The safety of Trine University students, faculty, and staff has first priority during an adverse weather event. Adverse weather is defined as any weather conditions that would make it necessary to delay or suspend classes and services. When adverse weather occurs, the Dean of the School of Health Sciences will make the decision whether to suspend or delay classes. Notification will be via email and/or text alerts to phones.

Release of Student Information (FERPA)

To ensure compliance with the federal government's Family Education Rights and Privacy Act (FERPA), Trine University has the following policy and procedures that govern the release of information from student academic records. <http://www.trine.edu/registrar/ferpa.aspx> Students should also refer to the [Trine University Student Handbook](#) for further details.

Payment of Educational Costs

Payment of tuition and fees is due at the Business Office on the date indicated on the student's bill. Students with outstanding financial obligations to the University will not be permitted to register for any subsequent semester or receive a transcript or diploma until the obligation is fulfilled. Students maintaining a balance owed to the University will be assessed late fees and will be responsible for collection and/or attorney costs if such efforts should become necessary.

Miscellaneous Policies

Student Information Form

Every student is required to provide and maintain proper demographic information. It is the responsibility of the student to notify the [Trine University Registrar](#) of any changes made during his/her course of study.

Changes in Health Status:

Each student will notify individual course instructors regarding any changes in health status or limitations that may place the student "at risk" for not being able to complete the course requirements and clinical education experiences, including any requirements of psychomotor skills or physical activity.

In the event of an illness or injury lasting longer than 3 days, the student will use the following guidelines:

1. The student will provide the DPT Program Director with a written statement from a physician that s/he has been approved to return to and participate in all required classroom, laboratory activities and clinical activities.
2. A physician will need to document all limitations and plans for re-examination.

In the event of pregnancy, the student will be required to use the following guidelines:

1. The student is strongly encouraged to provide early notification to the DPT Program Director in order to formulate a plan that will lead to satisfactory completion of didactic and/or clinical program requirements in a safe, efficient, and timely manner.
2. The physician will need to document all limitations.

Chronic Health Condition Not Requiring Accommodations:

It is the policy of the DPT Program that a student is solely responsible for notifying an instructor and faculty advisor of his/her inability to participate in a classroom, lab, or clinical activity that may be potentially harmful due to pre-existing physical condition, acute or chronic, that places them at risk for injury.

Health Risks

Students will be informed of health risks that they may encounter throughout the educational program and will follow the OSHA regulations and standard. Students are also required to sign the Assumption of Risk/Release of Liability Form at the end of this handbook. This form must be completed prior to students being able to participate in laboratory and clinical experiences.

Student Injury in the Classroom or During a Clinical education experience

1. The faculty member and/or supervising clinical personnel will assess the extent of injury to determine if the student can remain in the classroom or clinical area.
2. If the student requests medical care, the faculty member and/or supervising clinical personnel will assist the student in obtaining appropriate care.
3. The student and faculty member and/or supervising clinical personnel must complete an incident report if required by the University or clinical agency.
4. The faculty member and/or supervising clinical personnel have the right to not allow the student to participate in class based on the extent of the injury.
5. In the case of emergency, the student is responsible for the cost of emergency services in off-campus education experiences.

Human Subjects in PT Education and Authorized Access and Use of Information

Patient/clients may be asked to volunteer in laboratory sessions for demonstrations and educational learning experiences. The individual will be informed about the session and sign a consent form, if an adult, or the parent/caregiver, if a child is under 21 years of age. The consent form will be kept by the DPT Program for at least 5 years. In compliance with HIPPA, patient/clients may request this information be destroyed or kept confidential or may request this information at a later date. The Program will release this information directly to the patient/client or parent. The patient/client retains the right to refuse treatment by a student.

If injury occurs during a demonstration the following steps will occur:

1. The faculty member and/or supervising clinical personnel will assess the extent of injury to determine what actions need to be taken.
2. If the volunteer requests medical care, the faculty member and/or supervising clinical personnel will assist the volunteer in obtaining appropriate care.
3. The faculty member and/or supervising clinical personnel and any students involved must complete an incident report if required by the University or clinical agency.

Student Representatives on Committees

The DPT Program values the input of its students and therefore reserves spots for students on various committees. Students may be asked to serve on other committees/task forces, including those for the School and University, as the need arises.

Employment

Enrollment in the DPT Program is a full-time responsibility, and employment during the academic year is not recommended. For students who do choose to be employed while enrolled in the program, academic activities and requirements must always take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the physical therapy educational program does require occasional evening and/or Saturday classes or events.

Should, however, a student choose to be employed in a health care setting, the following guidelines should be utilized:

1. PT students employed in health care settings must not represent themselves in any way as physical therapists or as physical therapist assistants (unless duly licensed as same).

2. PT students representing themselves as having any degree of expertise in physical therapy are in violation of state licensure laws. Such claims may result in denial of eligibility for licensure after graduation from PT school. Refer to Indiana State licensure laws.
3. PT students employed in health care setting must not represent themselves as official representatives of the DPT Program.
4. PT student liability insurance only covers students during classroom activities and during assigned clinical education experiences.
5. PT students are advised to carefully read the job descriptions pertaining to unlicensed personnel and should not undertake responsibilities outside this description or the law relative to employment in a physical therapy setting, even if the client or employer requests one to do so.

Filing a Complaint

“Concerns” are issues that may be solved by informal means; “complaints” are formal issues that cannot be solved informally. Students are urged to have a direct and informal approach for settling concerns. Students are encouraged to voice concerns with the support, involvement and/or intervention of university personnel. If concerns are not handled in a satisfactory manner, then students are urged to file a “Notice of Complaint.” The “[Formal Complaint Form](#)” tab is located on the students’ myPortal page along with all similar student information. It is convenient to all students, located in a place specifically designed for student information. Further information instructs students not to use the site for Title IX allegations and redirects them to the appropriate page.

Filing a Complaint Outside of Due Process

In order to provide high quality educational experiences, the DPT Program recognizes the importance of receiving and being open to the merits of any complaint made against the program, the students, and faculty and/or staff. Student complaints involving grades, inequitable treatment, or other situations will be handled by the institution as indicated in the handbook. ([Trine Student Handbook](#)) Complaints concerning any violation of Title IX should refer to the following Trine website <http://www.trine.edu/campus-safety/Sexual%20Misconduct.Assault%20Policy.pdf>.

If the Dean is the object of the complaint, the Vice President for Academic Affairs will attempt to resolve the dispute. Students maintain their right to due process by filing all complaints and grievances against the program, its faculty or staff through procedures outlined in the [Trine University Student Handbook](#). Visiting students will operate under the same handbook.

Any complaints of sexual harassment must be handled in accordance with [Trine University Title IX policy](#) and should be referred to the Director of Human Resources.

Below are the policies and procedures for handling complaints falling outside of the realm of due process, such as complaints from professional practice education sites, employers of graduates, and the public. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint are maintained by the School of Health Sciences.

Should a situation occur that would generate a complaint from a professional practice education site, employers of graduates, or the public in general, the School of Health Sciences would take the following steps. The complaint must be submitted in writing to the Dean of the School of Health Sciences and include:

- Name of the complainant (clinical education site, employer, or member of the public who initiated the complaint)
- Name of the complaine (individual whom the complaint is voiced against) and role in the incident (unprofessional behavior, inappropriate treatment of a client, or inappropriate verbal exchange between the complaine and other involved individuals).
- Date and location of incident.
- Detailed description of the incident, complete with the names of all individuals involved.
- Detailed description of any and all action immediately following the incident.

Complaints should be addressed to:

Dean of the School of Health Sciences
Trine University

One University Avenue
Angola, Indiana 46703

Upon receipt of the complaint, the Dean will take the following steps:

- Make a judgment about the complaint to determine if it legitimate or bona fide
- Verbal contact with the complainant to address and ensure the appropriate action will be taken to address the incident, if warranted.
- Establish a meeting with the complainant, if appropriate.

Careful assessment of the situation will be made requiring any and all pertinent review of all the necessary information. After assessment of the situation, the Dean will respond in writing to the complainant outlining the corrective action(s) to be taken, if warranted. If the situation remains unresolved at this level, the Vice President for Academic Affairs will be notified.

Documentation of complaints, follow-up action, and outcome will be kept on file for a period of five (5) years in the Dean's office.

If the Dean is the object of the complaint, the Vice President for Academic Affairs will attempt to resolve the dispute.

Filing a Complaint about the Program to CAPTE

Physical therapy education programs in the United States are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), which works in conjunction with the American Physical Therapy Association (APTA) to maintain the standards of the profession. Students, parents, patients, faculty, and other stakeholders may submit a complaint regarding the DPT Program to CAPTE. CAPTE has a mechanism to consider formal complaints about physical therapy education programs that allege a program is not in compliance with one or more of CAPTE's Evaluative Criteria or has violated any of CAPTE's expectations related to academic integrity.

To contact CAPTE call 703-706-3245 or e-mail accreditation@apta.org.

Further information can be found on CAPTE's website <http://www.capteonline.org/Complaints>.