



Doctor of Physical Therapy Program Student Handbook/Policy and Procedure Manual

Revised March 2023

Approved Oregon Tech: DPT Faculty, Dean, Legal Council

Approved OHSU: Office of the Provost

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Program Overview

The Department of Physical Therapy Education is organizationally located in the College of Health, Arts, and Sciences at Oregon Institute of Technology (Oregon Tech). Oregon Tech is a public polytechnic university in Oregon with a residential campus in Klamath Falls, OR; an urban campus in Wilsonville, OR; and additional locations in Salem and Seattle. Oregon Tech is Oregon's only polytechnic university, emphasizing technical subjects and applied sciences. The university offers a rigorous, experiential education that allows students to pursue their passions and professional opportunities in internships, externships, and field experiences.

The Doctor of Physical Therapy (DPT) program is a joint Oregon Tech and Oregon Health and Science University (OHSU) program that provides a comprehensive entry-level and post-baccalaureate DPT education, with the unique focus of preparing high quality graduates with the skills to become practitioners of choice and leaders in rural physical therapy practice. The Oregon Tech and OHSU DPT program will ensure graduates develop competence in the diagnosis and treatment of patients with health or medical conditions that may affect movement and mobility. Graduates of the program will complete all eligibility requirements to sit for the state licensure exam and should be prepared for employment as autonomous practitioners in a variety of clinical settings. As led by the American Physical Therapy Association, graduates will be encouraged to pursue advanced learning and mentorship opportunities, including but not limited to: Residency and Fellowship, ABPTS Specialist Certification, Credentialed Clinical Instructor Program, Post-Professional Degree, Leadership Development, and Advanced Proficiency Pathways.

Disciplinary Foundation

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. Physical therapists are health care professionals who help individuals maintain, restore, and improve movement, activity, and functioning, thereby enabling optimal performance and enhancing health, well-being, and quality of life. Their services prevent, minimize, or eliminate impairments of body functions and structures, activity limitations, and participation restrictions. Consistent with the Commission on Accreditation in Physical Therapy Education, the DPT program curriculum includes content, learning experiences and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.

Oregon Institute of Technology Mission Statement

Oregon Tech, Oregon's public polytechnic university, offers innovative, professionally focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship, and applied research. With a commitment to diversity and leadership development,

Oregon Tech offers statewide educational opportunities and technical expertise to meet current and emerging needs to Oregonians as well as other national and international constituents.

Oregon Health and Science University Mission Statement

As part of its multifaceted public mission, OHSU strives for excellence in education, research and scholarship, clinical practice and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative and cooperation among students, faculty and staff.

Setting the example for integrity, compassion and leadership, OHSU strives to:

- Educate tomorrow's health professionals, scientists, engineers and managers in top-tier programs that prepare them for a lifetime of learning, leadership and contribution.
- Explore new basic, clinical and applied research frontiers in health and biomedical sciences, environmental and biomedical engineering and information sciences, and translate these discoveries, wherever possible, into applications in the health and commercial sectors.
- Deliver excellence in health care, emphasizing the creation and implementation of new knowledge and cutting-edge technologies.
- Lead and advocate for programs that improve health for all Oregonians, and extend OHSU's education, research and health care missions through community service, partnerships and outreach.

Department of Physical Therapy Education Mission Statement

The mission of the Oregon Tech and OHSU DPT program is to prepare individuals to become Doctors of Physical Therapy who are competent and autonomous practitioners who possess the depth and breadth of knowledge to support the patient-centered, evidence-based practice of physical therapy. Our innovative curriculum ensures graduates develop competence in the diagnosis and treatment of patients with health or medical conditions that may affect movement and mobility. Our graduates demonstrate excellence in clinical and professional skills, independently and in collaboration with others, to advocate for and meet the needs of the patient to ensure equal access to care for all individuals. The program has the unique focus of preparing high quality graduates with the skills to become practitioners of choice and leaders in rural physical therapy practice.

DPT Program Vision

The Oregon Tech and OHSU Department Physical Therapy Education will be recognized nationally as a leader in physical therapist education. The program will prepare physical therapists who will be able to navigate the complexities of future diverse and evolving health care systems with strong skills in movement science, patient/client centered care, professionalism, communication, scholarship, and technology focused on the pursuit of excellence.

Program Summary

The Department of Physical Therapy Education will produce knowledgeable, ethical, and professional practitioners of physical therapy capable of applying a highly rigorous scientific background in clinical decision making. Graduates are entry-level generalist practitioners who receive the necessary instruction to assume supervisory, educational, administrative, and research roles, thus ensuring their ability to practice physical therapy in accordance with the American Physical Therapy Association *Standards of Practice for Physical Therapy*. The program emphasizes applied research, innovation, and the continued pursuit of learning as the keys to maintaining the integrity, growth, and development of physical therapy practice in a changing society and health care delivery system.

Program Goals

The Department of Physical Therapy Education will:

1. Provide educational opportunities that ensure graduates will obtain the knowledge and skills necessary for immediate employment as autonomous practitioners who will successfully provide culturally competent physical therapy services for prevention, health promotion, fitness, and wellness to individuals, groups, and communities.
2. Demonstrate commitment to rural health care by identifying pro bono opportunities and through education, consultation, and collaboration with the broader community.
3. Develop and implement a current and experientially focused curriculum that promotes a student-centered learning environment, fosters innovation, and cultivates the development of leadership skills.
4. Inspire life-long learning and incorporation of current research, clinical expertise, and patient values into clinical practice.
5. Collaborate in clinically focused interprofessional education.
6. Secure facilities and resources to conduct research.
7. Achieve national recognition in academia, clinical environments, and the community.
8. Enable students to achieve graduation rates of 80% or greater, licensure pass rates of 85% or greater, and employment rates of 90% or greater.

Program Faculty Goals

The Oregon Tech and OHSU DPT Faculty will:

1. Achieve leadership positions in the University, profession, and community.
2. Collaborate with colleagues and the community to build partnerships for teaching, scholarship, and service.
3. Pursue an ongoing scholarship agenda which culminate in peer-reviewed dissemination.
4. Maintain currency in instruction and teaching methods, including course content, educational opportunities, and assessments.
5. Model professional behavior.

Student Goals and Outcomes

Students in the DPT program should:

1. Practice patient-centered care and participate in outreach and service to the community, striving to improve access, equity, and quality of treatment and education, with emphasis on rural communities.
 - a. 95% of students will complete volunteer work/community service each year of the program.
 - b. 95% of students will communicate with diverse audiences demonstrating sensitivity and awareness of individual differences such as age, race, gender, and socioeconomic background.
 - c. 95% of students will engage in self-reflective practices that advance their knowledge and skill in the delivery of health care for rural communities.
 - d. 95% of students will complete a service-learning capstone project to promote health in the local rural community.
2. Collaborate with other healthcare professionals in ways that reflect their roles and responsibilities as professional physical therapists and as part of the health care team.
 - a. 95% of students will participate in interprofessional education opportunities.
 - b. 95% of students will engage in regular collaboration with other healthcare providers and the community to address healthcare needs of society and rural communities.
3. Utilize the patient/client management model to examine, evaluate, assess, to make an appropriate physical therapy diagnosis or referral as well as utilize clinical decision-making skills to design/manage a comprehensive physical therapy plan of care.
 - a. 95% of students screen individuals across the lifespan and spectrum of care to determine the need for physical therapy examination or referral to other health professionals and/or community services during practicals and clinical education experiences.
 - b. 95% of students advance the profession of PT through critical analysis of published literature and research to appropriately integrate into daily clinical practice as well as challenge change for the future.
4. Demonstrate entry level clinical competency prior to graduation.
 - a. 95% of students demonstrate entry level performance on all CPI criteria.

Graduate Goals and Outcomes

Graduates of the Oregon Tech and OHSU DPT program should:

1. Be proficient to practice as effective, efficient, and safe autonomous practitioners.
 - a. Graduates will meet or exceed the national average of ultimate pass rate on the National Physical Therapy Examination.
 - b. 95% or more of graduates will engage in self-directed practice grounded in contemporary evidence and research; demonstrate exemplary critical thinking to meet patient needs; and engage in interprofessional practice to optimize patient outcomes.
 - c. 95% or more of graduates will practice physical therapy in accordance with the American Physical Therapy Association Standards of Practice, state laws, and federal laws.
2. Demonstrate empathetic and compassionate practice.

- a. 95% or more of graduates will adhere to the American Physical Therapy Association Code of Ethics.
 - b. 95% or more of graduates will respect and treat each patient/client, family member, and caregiver as an individual, regardless of gender, race, color, sexual orientation, or religious affiliation.
 - c. 95% or more of graduates will demonstrate ability to safely provide appropriate patient-centered care, interpreted as practicing ethically and professionally, with cultural competence/sensitivity.
 - d. 95% or more of graduates will act as patient advocate, educator, and consultant.
3. Demonstrate commitment to the physical therapy profession.
 - a. 75% or more of graduates will serve as leaders who assume multiple roles, including scholarly activities, that have a positive impact on the profession and the community 3, 5, and 10 years after graduation.
 - b. 95% or more of graduates will demonstrate dedication, integrity, and a lifelong commitment to learning and professional development 3, 5, and 10 years after graduation.
 4. Practice physical therapy in rural settings.
 - a. Graduates will practice physical therapy in a rural setting at a rate of at least 10% higher than the national average of health care professionals.

Expectations and Requirements of the DPT Program

Students are expected to:

1. Attend and actively participate in all classes, labs, and clinical education.
2. Complete all assignments on time.
3. Demonstrate consistent professional and ethical conduct consistent with American Physical Therapy Association *Code of Ethics and Standards of Practice* inside and outside of the classroom.
4. Embody professionalism and adhere to the policies of Oregon Tech Division of Physical Therapy Education and clinical site policies and procedures.

Class Representative

Each summer term, each class shall elect one person to serve as class representative. Students will be provided with a description of the class representative responsibilities. A faculty representative meeting with the class will ask for nominations, with self-nominations allowed. Election will be by majority vote of the class members. Elections will be held each summer term, but there is no term limit for a class representative.

Objectives of the Class Representative Program

The class representative program serves to:

1. Enhance the teaching and learning environment of the program

2. Provide students with a mechanism for communicating their opinions on matters associated with the program, including teaching, curriculum, policies, and support services.
3. Provide the program with a mechanism by which there can be formal consultation with students over proposed programmatic changes or accreditation issues.
4. Contribute to the sense of community among the faculty, program staff, and students.

Responsibilities of the Class Representative

The class representative shall:

1. Act as liaison between the students in each respective class and the program faculty.
2. Solicit student feedback on ways to facilitate communication between students and faculty.
3. Solicit student feedback on the curriculum, policies, and support services.
4. Assist class members, when necessary, in bringing issues to the faculty related to the DPT program.
5. Meet with the DPT Program Director at least once per term to report findings.

Failure to meet all the responsibilities of the class representative position will result in ineligibility to serve the following year.

Community Service

In accordance with the mission, vision, and philosophy of the University and DPT program, all students are required to complete a minimum of 10 hours of community service per year. Opportunities to contribute to the community could include professional association service, health fairs, volunteer community service events, charitable fundraising, or pro bono clinic.

Essential Functions for Physical Therapy

The holder of a physical therapy degree must have the knowledge and skills to safely and independently function in a variety of clinical situations and to provide a broad spectrum of patient care. Students of physical therapy must be able to accurately and quickly integrate and synthesize all information received, and they must have the ability to learn, integrate, and analyze data in a timely manner and while under stress. Candidates for degrees offered by the Department of Physical Therapy Education must have, with or without reasonable accommodation, multiple abilities and skills including:

1. Communication skills including verbal (oral and written) and non-verbal abilities.
2. Cognitive skills that include sufficient intellectual, conceptual, integrative, problem solving, and quantitative abilities to make effective judgments about patient management.
3. Affective skills that include emotional, behavioral/social, professional, and cultural competence.

4. Psychomotor skills that include all necessary gross and fine motor skills for completing examinations and patient care.
5. Sensory skills including perceptual and observation skills necessary for patient care.

See detailed descriptions of all essential functions in Appendix B: Essential Functions. For admission and progression, candidates and students must be able to perform these abilities and skills in a reasonably independent manner.

Professional Conduct

DPT students and graduates are expected to demonstrate high levels of ethical and moral behavior in both their personal and professional lives. Students are expected to conduct themselves in a professional and ethical manner consistent with the APTA's *Code of Ethics and Guidelines for Professional Conduct* as well as the Oregon Tech Code of Conduct. Conduct (language, demeanor, attitude, dress, etc.) unbecoming a health professional and/or a student at Oregon Tech will not be tolerated. Incidents of unprofessional behavior are grounds for grade reduction, academic probation, or dismissal from the program.

Students will have access to human specimens and teaching materials. All students are required to treat human specimens or representations with respect.

Confidentiality

HIPAA Privacy Rules establish national standards to protect individuals' medical records and other personal health information and the DPT program and University strictly adhere to these standards. Patient information may not be copied or shared with others except in professional exchanges authorized by a supervising therapist. The disclosure of patient information without authorization will result in disciplinary action. Student records are confidential and not shared without the consent of the student.

Professional Attire

All students are expected to dress appropriately for class and lab sessions. Students who are not properly dressed may be denied admittance to instruction that day. Appropriate lab attire includes athletic or loose-fitting clothing that allows for easy access to body parts to be examined or treated. When patients or visitors (including guest lecturers) are present or when visiting outside facilities, students are expected to wear casual professional attire, including Oregon Tech name tags. Personal appearance should be neat and professional with attention to personal hygiene.

Personal Electronic Device Use

All cell phones should be turned off or placed on vibrate mode with ringers silenced during class and lab. Students are not permitted to leave class or lab for phone calls unless an emergency is suspected. Use of electronic devices for personal communication during class is not allowed.

This includes using social networking, texting, email, instant messaging, web browsing, etc. During examinations, personal electronic devices must be placed in backpacks or outside the classroom as directed by faculty. Students should not engage in personal social networking with academic or clinical faculty while an active student at OregonTech, nor should they use social networking to contact patients or clients from clinical education experiences.

Safety Standards

The safe practice of physical therapy is required in all educational and professional settings in order to minimize risk to patients, self, and others. Students are expected to behave responsibly when using the equipment, following all faculty instructions, manufacturers' guidelines for intended use as well as lab manual guidelines. Please notify course instructor immediately of any injury or damage.

Academic Policies and Procedures

Students are expected to attend all classes and labs and actively participate for the entire duration of the class or lab. When an absence is unavoidable, students are required to inform faculty in a timely manner. Students are responsible for all material missed. Students are expected to arrive to class or lab on time as tardiness is disruptive. Courses in the curriculum provide the knowledge and skills required to be a safe, competent, and ethical physical therapist. Students are responsible for learning the material fully, which necessitates going beyond what is presented in class or lab. Students in the DPT program are expected to make satisfactory academic progress toward completion of the degree requirements. Satisfactory academic progress includes meeting minimum grade requirements, demonstrating academic integrity, exhibiting appropriate professional behaviors, and maintaining safety standards.

Minimum Grade Requirements

To make satisfactory academic progress within the Department of Physical Therapy Education, students must:

1. Receive a passing grade of "C+" or better in graded courses or "pass" in pass/fail courses in each course required in the physical therapy curriculum.
2. Maintain an overall grade point average of 3.0 or better in each term of the program and cumulatively throughout the curriculum.

Academic Integrity

Oregon Tech requires all students to uphold the highest standards of academic integrity for themselves and their classmates. Activities such as plagiarism, cheating, fabrication, academic misconduct, or sharing of old examinations are not acceptable, should not be condoned by any student, and will not be condoned by the University. Students involved in such activities are

subject to serious disciplinary action, including academic probation, academic suspension, or dismissal from the program. Students are responsible for reporting all known or suspected instances of academic dishonesty to the course instructor. All academic dishonesty cases should be reported to the Student Affairs office.

Evaluation Policies and Procedures

Evaluation Methods

Course Grading Scale

To be eligible for graduation and for satisfactory academic progress within the Department of Physical Therapy Education, students must maintain a cumulative grade point average of 3.0 or higher.

Grade	Definition	Quality Points	Score	Action
A	Excellent	4.00	93.00-100	Progress
A-	Very Good	3.67	90.00-92.99	Progress
B+	Very Good	3.33	87.00-89.99	Progress
B	Satisfactory	3.00	83.00-86.99	Progress
B-	Unsatisfactory	2.67	80.00-82.99	Progress
C+	Unsatisfactory	2.33	77.00-79.99	Progress
C	Unsatisfactory	2.00	73.00-76.99	Remediation
F	Unsatisfactory	0.00	0.00-72.99	Remediation

The grade earned in each course is determined by the course instructor. Methods of evaluation may include written, oral, and/or lab assessments, observation of performance and professional conduct, and evaluation of the quality of all required assignments. Specific course requirements should be included in each course syllabus.

Rounding of grades is to occur one time, at the end of the term, to two decimal points. [i.e. a final grade of 79.994 should be reported as a 79.99 (C+); a final grade of 79.995 should be reported as an 80.00 (B-).]

Examinations

The course instructor has the autonomy to establish examination and exam review procedures. The course instructor has the responsibility for clarifying exam procedures prior to the start of an examination.

Laboratory Assessments

All classes in the DPT program that have a lab component have practical exams, during which students must demonstrate appropriate mastery of the clinical skills to be deemed safe for

practice in the clinical setting. In order to uphold the quality of skills that students should master; students must earn an 80.00% or higher on all practical exams. If a student scores below 80.00%, they will be allowed a single repeat of a practical exam for each course. Failure of the repeat practical constitutes automatic failure of the course, with a grade of F being issued for the course.

Course Evaluations

At the end of each course, students are expected to complete a course evaluation. It is an accreditation requirement for the University and for the DPT program that student evaluations be utilized for faculty evaluation as well as curricular evaluation. Students may also be requested to provide input regarding specific courses within the curriculum or modules within a course.

Grade of Incomplete

The course instructor may assign a grade of Incomplete in cases of extenuating circumstances, in which the student is unable to complete and submit required course assignments or obligations by the end of the term, but in which progress has been satisfactory. A student who requests a grade of Incomplete must receive approval from the course instructor prior to the end of the term. The course work must be completed by the end of the following term, at which time the course instructor should submit a change of the grade. Failure to complete course work by the end of the following term will result in the Incomplete grade being changed to an "F," except under continued extenuating circumstances, which may allow an extension of the Incomplete.

Failing Grades

Any grade less than a "C+" or "pass" is considered a failing grade. Students who have failed a course may not be promoted to the succeeding term of the program. Students receiving a failing grade in any course within the DPT curriculum may be required to retake the course in order to continue. Students will only be allowed to retake a course once. Since courses are arranged in a specific sequence, students will need to retake the course the following year. This will result in a longer period of time to successfully complete the entire curriculum.

Remediation

Failure to meet minimum standards of performance may result in performance action consisting of formal remediation, probation, suspension, and/or dismissal. These actions may be performed for failure to meet minimum grade requirements, a breach of academic integrity, inappropriate professional conduct, or non-adherence to safety standards.

Probation

Any student:

1. whose term grade point average is below 3.00 for a single term and/or,
2. whose cumulative grade point average is below 3.00 and/or,
3. who demonstrates inappropriate professional conduct and/or,
4. who demonstrates non-adherence to safety standards

should be placed on probation. A student on probation should be required to complete a corrective action plan agreed upon and signed by the student, student's faculty advisor, and the Program Director. If the corrective action plan is not successfully completed in the specified time frame, the student may be subject to further disciplinary actions.

Suspension

When a student's performance does not provide evidence of satisfactory progress toward meeting degree requirements, a temporary separation from the University may be required. During this suspension, the student is expected to demonstrate progress on a corrective action plan. After a suspension is completed, students may apply for readmission by complying with reinstatement criteria.

Students may be placed on suspension if:

1. their cumulative GPA is below 2.00 and/or,
2. their cumulative GPA is below 3.00, but above a 2.00, for more than 3 terms and/or,
3. they receive a final course grade of "C" or below and/or,
4. they receive a "fail" grade in a pass/fail course and/or,
5. they have previously been placed on academic probation without demonstrating satisfactory academic progress on their corrective action plan.

Reinstatement Policy

Students on suspension who wish to be reinstated must receive the permission of the Program Director. Students should be reinstated on probation and must develop a satisfactory corrective action plan. Reinstated students must resume enrollment in the curriculum at the start of the term following the last term successfully completed. There is no guarantee of re-admission.

Termination of Enrollment and Dismissal

Any student:

1. who fails 2 courses by receiving a "fail" grade in any pass/fail courses and/or,
2. a final course grade of "C" or below and/or,
3. who fails to adhere to the professional standards of the program and/or,

4. has previously been placed on probation and/or suspension without demonstrating satisfactory academic progress on their corrective action plan.

may be dismissed from the program. Dismissal is a final status mandated by the DPT program for unsatisfactory academic performance or professional behaviors. The student may not apply for reinstatement or readmission to the DPT program.

It is the policy of Oregon Tech to provide students with a means for resolving academic grievances. Please refer to the Grievances section for details.

Clinical Education

See the Oregon Tech and OHSU Department of Physical Therapy Education Clinical Education Handbook.

Administrative Policies and Procedures

Student Affairs

Accommodations for Students with Disabilities

Students enrolled in the DPT program are expected to meet the Essential Functions set forth by the Oregon Tech and OHSU Department of Physical Therapy in order to be eligible for graduation. In accordance with the Americans with Disabilities Act (ADA), any student who presents appropriate documentation of a physical, learning, or emotional disability in accordance with University policy should be provided with reasonable accommodations designed to meet their needs. It is the responsibility of the student to submit the necessary documentation before any such assistance can occur. No disability can be reasonably accommodated with assistance that provides cognitive support, substitutes for essential clinical skills, or supplements clinical and ethical judgment.

Faculty Advisors

Each student is assigned a faculty advisor to serve as contacts for student questions or concerns. Advisors may initiate meetings with individuals or groups of advisees. In addition, students are encouraged to speak with faculty advisors to address professional and academic issues. Students are urged to meet with their faculty advisor or the Program Director when they are experiencing extenuating and/or exceptional circumstances that may impact their success and/or continuance in the DPT program.

Infection Control Policy

Contemporary universal precautions should always be used when contact with bodily fluids is anticipated. Faculty should make available gloves, gowns, masks, and goggles as appropriate for potential contact.

Requested Leave of Absence

For extenuating circumstances, students enrolled in the DPT program may request a leave of absence from the Program Director. A requested leave of absence by the student that is approved by the Department of Physical Therapy Education constitutes formal permission to delay progression within the curriculum. Any such leave of absence granted shall be evaluated on a case-by-case basis, solely within the discretion of Oregon Tech. At the time a leave of absence is granted, the Program Director and program faculty may recommend or require that the student meet additional conditions or documentation of student's limitations, if any, prior to resuming enrollment in the program. The student is responsible for initiating determination of the financial consequences of taking a leave of absence. Students who have been granted a leave of absence are responsible for notifying the Program Director in writing of their intention to return to classes. The student must resume enrollment in the curriculum at the start of the term following the last term successfully completed by the student.

Student Employment

Enrollment in the DPT program is a full-time responsibility and employment is not recommended during the academic year. For students who do choose to be employed while enrolled in the program, academic activities and responsibilities must always take precedence over employment activities. Missing classes for employment is not acceptable.

Immunization and Insurance Coverage

Students are responsible for compliance with the immunization policies set forth by the State of Oregon and Oregon Tech. All new students are required to complete a Health History/Tuberculosis Risk Screening Form and provide immunization records. Additionally, students in the DPT program are required to have health insurance coverage and submit proof of coverage per University policy. Additional exams and/or immunizations may be required by clinical rotation sites and are at the student's expense.

Criminal Background Check

In accordance with Oregon Administrative Rules [409-030](#), students entering the program are required to undergo a state and nationwide background check before the start of their clinical education experiences, but no more than three months before beginning the DPT program. Background checks must be performed by a vendor that meets the criteria set by the state of

Oregon. Background checks may be reassessed at any time there is a question of drug use, sobriety, or criminal action. Students with a questionable history are encouraged to talk to the Program Director to help determine if their history may preclude them from successfully completing the program or not allow them to become licensed after graduation.

Drug Screening

Per Oregon Administrative Rules 409-030, students are required to complete a 10-panel drug test prior to initial clinical placement, but no more than 3 months before starting the DPT program. All drug testing must be conducted by a laboratory licensed and operated in accordance with Oregon Administrative Rules. The following substances must be included in this screen: amphetamines (including methamphetamines), cocaine, barbiturates, benzodiazepines, marijuana, methadone, opiates, and phencyclidine. Individual clinical sites may have additional requirements for drug screening with which students will need to comply. Students assume full financial responsibility for all drug testing.

Operational Policies

Email Communication

Email communication between the program and students shall occur using Oregon Tech email addresses. Students are responsible for checking their Oregon Tech email and Canvas on a regular basis.

Class Cancellation Policy

In the event of a class cancellation, students should be notified via email by the course instructor. Make-up of the class time is at the prerogative of the course instructor. Students should refer to the University guidelines on school closings due to emergency or inclement weather.

Student Files

Each student in the DPT program should have a secure, confidential file that includes documentation of completion of program and graduation requirements, as well as other relevant information. All student files are archived in accordance with University policy.

Faculty Treating Students for Physical Therapy Services

Core and adjunct faculty and laboratory assistants within the Department of Physical Therapy Education are not permitted to provide physical therapy services to students during class time or outside of a formal clinical environment. If physical therapy services are desired, a student should schedule a formal physical therapy appointment at a clinic of their choice.

Use of Laboratory Space and Equipment

The Department of Physical Therapy Education provides classrooms, laboratory space, and equipment necessary for students to learn the skills required for physical therapists. Students are permitted to access these spaces during non-class times in order to practice in preparation for lab assessments where competency will be determined. Students are not allowed to use any equipment in which they have not received instruction during their studies in the DPT program. Students are responsible for returning equipment to designated storage areas and leaving spaces clean after studying is completed. Students are not permitted to bring guests into classrooms or laboratory space during non-class times or to use equipment with/on guests.

Grievance Policy

Nothing in this handbook is intended to limit legal rights to make complaints to other appropriate internal or external bodies, i.e. Title IX, DOE, BOLI, etc.

Student Grievances

It is the policy of Oregon Tech to provide students with a means for resolving academic grievances. This policy is written and implemented in accordance with Oregon Tech's policies governing student conduct and academic grievances. These policies are described in the Oregon Tech Student Handbook available through Oregon Tech Student Affairs main webpage. For course-related complaints, students must first meet with the course instructor and attempt to resolve the issue. If resolution of the complaint is not achieved, the student should then discuss the issue with their faculty advisor. If the issue remains unresolved, the student must then meet with the Program Director. If the complaint is not resolved after meeting with the Program Director, the student should meet with the Dean of the College of Health, Arts, and Sciences. If no resolution is reached at the program level, the student may seek a hearing by the Student Hearing Commission.

Registering a Formal Complaint About the Program

The Oregon Tech and OHSU DPT program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), a nationally recognized accrediting agency. As part of the accreditation process, individuals wishing to voice a complaint or concern regarding the Department of Physical Therapy Education or its faculty and staff may do so by contacting the Program Director at 541-885-0188 or the Director of Clinical Education at 541-885-0188.

Individuals wishing to file a formal complaint may submit it to CAPTE at their [website](#) or by directly contacting Department of Accreditation, APTA; 3030 Potomac Ave. Suite 100; Alexandria, VA 22305-3085; or emailed to accreditation@apta.org.

The Doctor of Physical Therapy complies with institutional policies and does not tolerate retaliation. The retaliation policy is provided to faculty through the DPT Faculty Handbook, to students in the DPT Student Handbook, and publicly via the DPT website and institutional websites.

Appendix A: Curriculum Plans

DPT Curriculum

<i>Year, Term</i>	<i>Cour se</i>	<i>Cred its</i>
Year 1		
Summer	PT 605 Clinical Human Anatomy	9
	PT 600 Introduction to the Physical Therapy Profession	1
	PT 610 Nutrition and Wellness	2
	Total:	12
Fall	PT 615 Foundations of Physical Therapy Practice	2
	PT 620 Physical Therapy Examination Skills	3
	PT 625 Assistive Device Training	2
	PT 630 Social Determinants of Health	2
	PT 635 Human Physiology	3
	PT 665 Clinical Neuroscience	3
	PT 670 Exercise Physiology	3
	Total:	18
Winter	PT 645 Principles of Evidence-based Practice	3
	PT 631 Therapeutic Exercise I	3
	PT 650 Therapeutic Modalities	2
	PT 660 Motor Development & Control Across the Lifespan	3
	PT 640 Biomechanics & Kinematics of Human Motion	3
	PT 680 Ethics in the Health Professions	2
	Total:	16

Spring	PT 731 Management of Neurological Dysfunction I	4
	PT 641 Management of Musculoskeletal Dysfunction I	4
	PT 632 Therapeutic Exercise II	3
	PT 655 Pathophysiology	3
	PT 720 Clinical Research Methods and Biostatistics	3
	Total:	17

Appendix B: Essential Functions

Essential functions are the aptitudes and abilities that allow physical therapy students to complete the professional curriculum and to perform the clinical skills consistent with patient management as detailed in the *Guide to Physical Therapist Practice*. These essential functions are described in detail below.

Communication

Use appropriate verbal, nonverbal, and written communication with all individuals when engaged in physical therapy practice, research, and education, including patients, clients, families, caregivers, practitioners, consumers, payers, and policy makers.

Students must:

- express their own ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback.
- receive and send verbal communication in emergency situations in a timely manner within the acceptable norms of clinical settings.
- be able to speak, hear, and observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communications.
- legibly complete written assignments, maintain written records, complete reading assignments, and search and evaluate the literature.
- demonstrate interpersonal skills as needed for productive classroom discussion; respectful interaction with classmates, faculty, and clinical instructors; and development of appropriate therapist-patient relationships.
- communicate effectively and sensitively in English in both oral and written formats.

Cognitive Skills

These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition, and synthesis. Problem-solving, a critical skill demanded of physical therapists, requires all these intellectual abilities and must be performed quickly, especially in emergencies.

Students must:

- comprehend, analyze, and synthesize complex science and clinical findings from history, physical examination, and laboratory data; provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and safe manner.
- demonstrate good judgment in patient examination, evaluation, screening, and therapeutic planning.
- be able to identify and communicate the limits of their knowledge to others when appropriate.
- concentrate on task at hand amidst a variety of environmental distractions.

Behavioral/Affective Skills

Students must possess the emotional capacity required for full use of their intellectual abilities in order to exercise sound judgment based on ethical standards of the American Physical Therapy Association as well as the timely completion of all responsibilities related to evaluation, diagnosis, and care of patients. These are essential for the development of mature, compassionate, and effective relationships with patients, faculty, and clinical instructors.

Students must:

- be able to develop professional relationships with patients, providing reassurance and education, while maintaining patient confidentiality.
- possess the ability to reason morally and practice physical therapy in an ethical manner.
- possess adequate endurance to tolerate physical, emotionally, and cognitively demanding workloads and function effectively under time constraints and stress.
- understand that their values, attitudes, beliefs, emotions, and experiences affect their relationships with others.
- adapt to changing environments, display flexibility, and function effectively in the face of uncertainties in the clinical problems of many patients.
- display compassion, integrity, empathy, altruism, honesty, respect, accountability, and tolerance for a diverse variety of patients.
- demonstrate the ability to be self-reflective, organize tasks, set priorities, and manage projects.

Psychomotor Skills

Students must possess a variety of gross and fine motor skills. Students must have sufficient motor function in order to perform palpation and other diagnostic maneuvers.

Students must:

- assume and maintain a variety of positions including prolonged sitting, frequent standing, walking, bending, stooping, squatting, kneeling, stair climbing, reaching, and movement the trunk and neck in all directions.
- perform handling and manipulation of various sizes and weights necessary to lift and transfer patients, push and pull to provide resistance and assist in maneuvering patients, balance self and patients during gait or balance training on level ground, uneven surfaces, ramps, and stairs.
- demonstrate strong bilateral strength, coordination of both gross and fine motor control in order to complete manual therapy techniques and manipulate testing instruments, writing instruments, and computers.
- perform cardiopulmonary resuscitation and assist in emergency situations.
- have sufficient endurance to complete a variety of physical tasks for up to 8-12 hours with occasional rest breaks.

Sensory Abilities

Students must be able to perceive all necessary information for effective patient management including vision, hearing, and tactile sensations. During classroom, laboratory, and clinical learning activities, students must be able to participate in one-on-one interactions, small group discussions and presentations, large group lectures, and patient encounters.

Students must:

- visually observe presentations, demonstrations, experiments, and written materials at a distance and close at hand.
- see with measurable depth perception and in low light conditions, distinguish color variations and discern shades of black and white.
- demonstrate auditory ability for evaluation of clinical testing as well as environmental cues or verbal communication in a setting with competing ambient noise.
- possess tactile ability related to safe application of gradient pressures during examination, intervention, and use of therapeutic equipment.
- recognize changes in patient status.

Appendix C: Lab Participation Form



In order to acquire the necessary skills for physical therapy practice, students must demonstrate their skills on others, acting as a student practitioner. Students are also required to act as mock patients for their classmates and/or instructors. During all encounters with mock or real patients, you have a responsibility to act safely. This includes utilizing universal precautions, employing proper body mechanics, only practicing techniques that have been taught to you in the OIT DPT program, asking for assistance when needed, immediately notifying faculty if there an injury occurs, notifying faculty and immediately discontinuing the use of any broken equipment, notifying faculty if you experience any changes to your health that require accommodation. If students require accommodations for a laboratory experience, they must follow the policies to request ADA accommodation.

By completing this form, you certify that you have no medical or physical issues that will prevent you from fully participating in physical therapy labs as a student practitioner or a mock patient and that you agree to abide by this policy.

- I have no medical or physical issues that will prevent me from fully participating in physical therapy labs and I agree to abide by these policies.
- I have medical or physical issues that may prevent me from fully participating in physical therapy labs. This is either a condition which limits my personal performance or a condition which may put my peers and instructors at risk. (Please schedule a meeting with your advisor to discuss this further.)
- I do not agree to abide by this policy. (If this box is checked, you are required to meet with the Program Director).

Printed Name

Date

Signature

Appendix D: DPT Student Handbook and Clinical Education Handbook Acknowledgement Form



I acknowledge that I have received, read, and will adhere to the Oregon Institute of Technology Department of Physical Therapy Student Handbook/Policies and Procedures Manual.

Additionally, I acknowledge that I have received, read, and will adhere to the Oregon Institute of Technology Department of Physical Therapy Clinical Education Handbook.

Printed Name

Date

Signature