



**Student Handbook  
2025-2026**

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## **WELCOME**

Welcome to the Kosair for Kids School of Physical Therapy at Spalding University – the faculty look forward to partnering with you for your professional education! The purpose of this handbook is to provide you with the policies and procedures of the entry-level Doctor of Physical Therapy (DPT) Program and the Master of Science in Health Science – Rehabilitation Science (MSHS-RS) Program. Unless otherwise noted, all policies in this handbook apply to both programs. The Handbook provides an orientation to the Program and a resource for on-going decision making.

Students are expected to adhere to the University policies as printed in the Spalding University Catalog and the University Student Handbook available online at <https://catalog.spalding.edu/> and <https://studenthandbook.spalding.edu/> .

Students are required to verify that they have read the DPT Student Handbook by signing the signature page and submitting the document by the required deadline.

## **ACCREDITATION**

Effective October 25, 2022, the Doctor of Physical Therapy Program at Spalding University has been granted Candidate for Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org)). If needing to contact the program/institution directly, please call 502-873-4449 or email [physicaltherapy@spalding.edu](mailto:physicaltherapy@spalding.edu).

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

## **PROGRAM MISSION**

The mission of the Spalding University DPT Program is to prepare compassionate, caring, and skilled physical therapists committed to lifelong learning, engagement in their community and leadership in the profession.

## **PROGRAM GOALS AND OUTCOMES**

Program Goal 1: Implement an innovative, low-residency curriculum model accessible to a diverse faculty and student population.

Outcomes and Level of Achievement:

- 1.1. Courses in the curriculum will be offered in a low-residency format utilizing a variety of teaching strategies.

1.2. Each cohort will include students admitted as undergraduates and students from out of state.

1.3. The faculty will be comprised of educators experienced in hybrid/blended learning who have a breadth and depth of expertise to meet the needs of the curriculum.

Program Goal 2: Recruit and retain experienced, accomplished and veteran faculty qualified through continued competence, scholarship and service who serve as role models for the students.

Outcomes and Level of Achievement:

2.1. Collectively, the faculty will be comprised of physical therapists with terminal doctoral degrees and credentials representing the core curricular content areas.

2.2. The program will support faculty development to maintain contemporary expertise consistent with their roles and will foster development of early career faculty for program sustainability.

2.3. The program will support the scholarly agenda of each faculty to advance knowledge in the field and to improve effectiveness as physical therapy faculty members.

Program Goal 3: Establish collaborative relationships to champion the expansion and growth of physical therapy education and practice to enhance the community.

Outcomes and Level of Achievement:

3.1 Collaborate with programs in the College of Health and Natural Sciences to provide one interprofessional activity each year that uses an interdisciplinary approach to meet a community need.

3.2 Collaborate with UofL Health to provide opportunities for faculty to conduct research that results in dissemination of contemporary practice initiatives with two faculty per year being granted Visiting Scholar status at a UofL research facility.

## **KOSAIR FOR KIDS SCHOOL OF PHYSICAL THERAPY FACULTY AND STAFF**

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## **FOR STUDENTS WITH DISABILITIES**

The Spalding University Kosair for Kids School of Physical Therapy, in accordance with Federal and Kentucky state law, is committed to equal opportunity and a nondiscriminatory environment for all persons. No qualified person with a disability shall be excluded from admission, participation, or denied benefits or subjected to discrimination solely by reason of his or her disability. It is the responsibility of the student with disabilities to request those accommodations that he/she feels are reasonable and are needed to execute the essential requirements described. When requested, Spalding's Kosair for Kids School of Physical Therapy will provide reasonable accommodation to otherwise qualified students with disabilities.

*Students who have a documented or suspected disability that may warrant academic accommodations should consult the Spalding University Catalog for the Office of Student Accessibility Services. When applying to take the licensure exam (National Physical Therapy Examination), academic accommodations will be reevaluated and may not be equivalent to those received through Spalding University.*

## **ACADEMIC CALENDAR**

The student should be aware of the University's Academic Calendar which may have implications for semester dates and financial aid. However, this hybrid program is designed to have online learning with on-campus sessions. The University's Academic Calendar is available online at <https://spalding.edu/academic-calendar/>. Semester

calendar dates for the DPT Program will be provided approximately 2 months before the semester starts. However, dates are subject to change with immediate notice for emergency situations outside of the control of the University.

### **ACADEMIC INTEGRITY**

Kosair for Kids School of Physical Therapy follows the Academic Integrity and Professional Integrity policies stated in Spalding University's catalog.

### **ACADEMIC PROBATION AND DISMISSAL**

#### A. Academic Probation:

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

#### B. Academic Dismissal

The following are grounds for dismissal from the program:

1. A grade of C in more than 2 courses
2. More than a cumulative total of 3 retakes in courses with a laboratory component.
3. Failure to pass both the lecture and practical exams in a course with a laboratory component.
4. Failure to pass a Professional Practice course.

### **ACADEMIC PROGRESSION**

Students progress as a cohort throughout the program, and each semester is a prerequisite for the next. Progression within the program is dependent upon satisfactory completion of all didactic and clinical coursework. Professional Practice (clinical education) courses are graded as Pass/Fail. Students are expected to meet all of the requirements outlined in each course syllabus and are expected to achieve grades of "B" or better in each didactic course in the program. Students are allowed two course grades of "C" (see further clarification below), but students must maintain a minimum cumulative GPA of 3.0. Dropping below a 3.0 will result in academic probation.

### **ACADEMIC RESOURCES**

Spalding University offers students a Math Lab, Success Coaching (that includes tutors), and a Writing Center among other academic resources.

### Writing Center:

The Writing Center is a place where the dynamic nature of the writing process can be explored, and where effective writing habits can be modeled and developed in a flexible, comfortable environment. Accordingly, Writing Consultants act as an authentic audience and collaborate with writers at any stage of the writing process. The skilled consultants help writers interpret assignments and readings, organize and effectively support ideas, plan revisions, and refine language, grammar, and style. The Writing Center offers all kinds of services to help students. The goal in the Writing Center is to build confidence in students while helping them understand the writing process, so they can improve their revision practices. Consult <https://library.spalding.edu/wcabout> for additional information. Students are encouraged to consult the University Student Handbook for additional information on Academic Supports: <https://studenthandbook.spalding.edu/?id=156>

### **APTA MEMBERSHIP POLICY**

Students must obtain and maintain membership in the American Physical Therapy Association (APTA) throughout the DPT program. Membership allows for student access to information and materials that would otherwise require the purchase of additional textbooks. Membership in the APTA means that students automatically will become student members in the state chapter of their choosing and will be able to attend and participate in local, state, and national meetings.

### **ATTENDANCE**

Beginning a professional career as a physical therapist requires deep commitment to learning. Attendance and punctuality to all classes, labs, and clinical experiences is mandatory, just like required attendance in the workplace. Success in the DPT program requires motivated students who participate in all learning activities and take responsibility for their own learning.

Students are required to attend all class sessions (asynchronous and synchronous), labs, exams, practical exams, skills checks, clinical experiences, and special course offerings in their entirety. Failure to do so may result in a grade of zero for that activity, referral to the faculty advisor, referral to the Professional Integrity Committee, and likely course failure.

In the event of an emergency, the student must email the lead course faculty member and copy the Program Director PRIOR to the absence. The faculty member and/or program director will present the situation to the DPT faculty and/or student affairs committee, who make the determination regarding whether the absence is excused or unexcused. Examples of excused absences include personal illness, a death in the immediate family, or professional activities that have prior approval. Physician and dental appointments, other than emergencies, are not acceptable reasons for missing the synchronous sessions or lab. Failure to obtain prior authorization from the DPT faculty, program director, and/or student affairs committee will result in an unexcused absence. An unexcused absence will result in a grade of 0 for that activity and may result in course failure.

In the event of any absence, the student is responsible for obtaining all missed material and must contact the lead course instructor to make up all missed work. Faculty advisors will be notified of all absences. Students with any absence or tardiness will be required to meet with the faculty advisor to determine if a referral to the Professional Integrity Committee is warranted. Any unexcused absence, or excused absences of more than 10% of the required course sessions, or absence of more than 2 days of any Professional Practice course may result in a grade of 0 for the course, which will result in removal from the program and delayed graduation.

Because students will be traveling to campus for laboratory experiences and because travel may be compromised by weather or other factors, students are encouraged to plan to arrive early on the day before classes start. Students should contact the program by phone or email if delayed during travel to campus.

Students **MUST** notify the Director of Clinical Education **AND** the Clinical Instructor **PRIOR** to an absence during a Professional Practice course (clinical experience). Absences will be categorized and managed as stated above.

### **ATTENDANCE AT PROFESSIONAL CONFERENCES**

The DPT Program strongly encourages students to attend and participate in professional conferences. Prior approval for conference attendance is required. If a student is in a Professional Practice course, the student **MUST** receive **PRIOR** approval in writing from the DCE.

### **CALIBRATION AND SAFETY CHECK OF LABORATORY EQUIPMENT**

The list of equipment requiring inspection and calibration will be maintained by the KFKSPT and will be inspected annually by Bluegrass Biomedical. Any faulty equipment identified will be removed from use and labeled as out-of-order and arrangements will be made for its repair. The records of annual inspection will be maintained in the KFKSPT.

### **CAMPUS SAFETY**

Campus Safety issues Campus Safety Alerts to notify university employees and students about certain crimes in and around our community. Employees and students with knowledge of a crime or other serious incident should report that incident as soon as possible to Campus Safety so that a Campus Safety Alert can be issued, if warranted.

Employees and students receive Campus Safety Alerts via text and email through the Omnilert E2 Campus Alert messaging system. Employees and students sign up for these alerts during orientation.

## CODE OF CONDUCT

Students are expected to follow all policies stated in the [Spalding University Student Handbook](#) in the academic and clinical setting, as applicable.

Students are expected to demonstrate professional behaviors throughout their academic and professional practice experiences. These have been defined by Warren May, Laurie Kontney, and Annette Iglarsh (2010) in the Technical Standards and Essential Functions for Physical Therapy Practice (Appendix D). Failure to demonstrate appropriate professional behaviors may result in a Student Learning Plan, delayed graduation, and/or program dismissal.

## COPYRIGHT GUIDELINES

It is the responsibility of individual faculty and students to seek the necessary permission from the publisher to duplicate copyrighted materials in any forms. Where relevant, the appropriate statement of copyright authorization is to be placed in the top right corner of the first page of an article, book chapter, or other printed materials. University technological resources are not to be used in any way that facilitates the violation of copyright laws.

## CORE VALUES FOR THE PHYSICAL THERAPIST

The core values guide the behaviors of physical therapists to provide the highest quality of physical therapist services. These values imbue the scope of physical therapist activities. The core values retain the physical therapist as the person ultimately responsible for providing safe, accessible, cost-effective, and evidence-based services. The core values are defined as follows:

Accountability. Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation and other behaviors that positively influence patient and client outcomes, the profession, and the health needs of society.

Altruism. Altruism is the primary regard for or devotion to the interest of patients and clients, thus assuming the responsibility of placing the needs of patients and clients ahead of the physical therapist's self-interest.

Collaboration. Collaboration is working together with patients and clients, families, communities, and professionals in health and other fields to achieve shared goals. Collaboration within the physical therapist-physical therapist assistant team is working together, within each partner's respective role, to achieve optimal physical therapist services and outcomes for patients and clients.

Compassion and Caring. Compassion is the desire to identify with or sense something of another's experience, a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.

Duty. Duty is the commitment to meeting one's obligations to provide effective physical therapist services to patients and clients, to serve the profession, and to positively influence the health of society.

Excellence. Excellence in the provision of physical therapist services occurs when the physical therapist consistently use current knowledge and skills while understanding personal limits, integrate the patient or client perspective, embrace advancement, and challenge mediocrity.

Inclusion. Inclusion occurs when the physical therapist create a welcoming and equitable environment for all. Physical therapists are inclusive when they commit to providing a safe space, elevating diverse and minority voices, acknowledging personal biases that may impact patient care, and taking a position of anti-discrimination.

Integrity. Integrity is steadfast adherence to high ethical principles or standards, being truthful, ensuring fairness, following through on commitments, and verbalizing to others the rationale for actions.

Social Responsibility. Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

Adapted from "Core Values for the Physical Therapist and Physical Therapist Assistant" by APTA House of Delegates

## **COUNSELING AND PSYCHOLOGICAL SERVICES CENTER**

College is a time of growth and transition. No matter your age, life circumstances, ability level, or preparation, college can feel overwhelming. Students seek personal counseling for a multitude of reasons: a personal crisis, relationship problems, family issues, depression, stress, alcohol/drug problems, eating disorders, etc. Students also seek counseling for personal growth and to further develop their strengths. Recognizing the impact that personal concerns can have on academic performance, Spalding provides confidential personal counseling services to students. Services include individual, couples, family and group counseling; crisis intervention; assessment; and referral. The Counseling and Psychological Services (CaPS) staff is comprised of a licensed psychologist and advanced graduate practicum students under the supervision of the Director. Counseling services are confidential and available at no additional cost to all enrolled Spalding students. You may call or email to set up an initial appointment. (caps@spalding.edu or 502-873-4486).

## **CREDIT FOR PRIOR LEARNING**

No advanced placement or CLEP credit will be accepted in lieu of prerequisites for the Doctor of Physical Therapy program.

## **DEGREE REQUIREMENTS AND TIME LIMIT FOR COMPLETION OF THE PROGRAM**

The School of Physical Therapy requires a minimum of 110 semester hours of Doctor of Physical Therapy course work at the 700 level and beyond, all of which must be completed at Spalding.

The School of Physical Therapy requires a minimum of 33 semester hours of Master of Science in Health Science – Rehabilitation Science Specialization course work at the 700 level and beyond, all of which must be completed at Spalding.

Doctor of Physical Therapy students and Master of Science in Health Science – Rehabilitation Science Specialization students must complete all requirements for the degree.

## **DRUG AND ALCOHOL ABUSE PREVENTION**

Students are expected to adhere to the University policies related to drug and alcohol use contained in the Spalding University Student Handbook.

## **EMAIL COMMUNICATION**

In accordance with University policy as stated in the Spalding University Student Handbook, the Spalding email address is the official address for all communication from Spalding University. Therefore, **students should check their Spalding email at least once/day and respond to faculty emails within 24 hours, excluding weekends and holidays**. Likewise, **faculty will respond to emails within 24 hours, excluding weekends and holidays**, unless otherwise specified.

## **EQUAL OPPORTUNITY AND NONDISCRIMINATION POLICY FOR STUDENTS**

The Equal Opportunity Employment Policy found in the Spalding University Policy Guide 2022-2023 is as follows:

### **1.1.0.0: Equal Opportunity Employment Policy**

Spalding University is an Equal Employment Opportunity/Affirmative Action employer. The University complies with all federal, state and local equal employment opportunity laws. It is the University's policy not to discriminate against any individual or group of individuals and to provide equal employment opportunity to all qualified persons regardless of race, color, national origin, age, disability, religion, sex, pregnancy, sexual orientation, gender identity, marital status, military status, veteran status or other protected status. Equal Employment Opportunity means treating all similarly situated persons equitably in terms of employment opportunity and other personnel actions. The University shall not subject employees to discrimination in any form, including with regard to retention, promotion, demotion, transfer, termination and compensation. If an employee believes to have been subjected to discrimination, the employee shall bring the matter to the attention of an immediate supervisor or, if that is not possible, then the Human Resources Director.

Affirmative Action is any specific step or program designed to eliminate or overcome present discrimination or the present effects of past discrimination against women, minority group members and persons who are covered by the Rehabilitation Act of 1973 (amended 1974) and the Vietnam Era Veteran Readjustment Act of 1974. The goal of an affirmative action program is the full integration of minority group members into the workforce. The University actively seeks women, minorities, veterans and disabled persons for employment and promotion to maintain a university community based on equal opportunity. A copy of the University's Affirmative Action Plan is available in the Human Resources Office.

Spalding University provides reasonable accommodations that allow otherwise qualified applicants or employees with disabilities to perform the essential functions of a position.

Reasonable accommodations will be made unless such accommodations have the end result of placing an undue burden on the operations of the University.

#### *1.1.1.0: Discrimination Policy*

The University will not tolerate any form of harassment or discrimination, whether based on race, color, national origin, age, disability, religion, sex, pregnancy, sexual orientation, gender identity, military status or veteran status or any other protected category, including harassment or discrimination that: affects tangible employment benefits, interferes with an individual's job performance, or creates an intimidating, hostile or offensive working environment.

Prohibited harassing/discriminatory behavior includes but is not limited to: obscene or profane language, disparaging comments or jokes with respect to race, color, national origin, age, disability, religion, sex, pregnancy, sexual orientation, gender identity, military status or veteran status, and any other behavior that is abusive or offensive to another person or creates a hostile working environment. The University encourages the reporting of any and all perceived incidents of harassment or discrimination in any form, regardless of the alleged offender's position within or outside the University (including faculty, students, vendors, etc.) An employee shall contact an immediate supervisor, the Human Resources Director or the Corporate General Counsel to report any violations of this policy. Anyone found to have engaged in inappropriate workplace conduct or harassing or discriminatory behavior, even if it does not rise to the level of harassment, discrimination, or retaliation under the law, shall be subject to disciplinary action up to and including termination.

## **ESSENTIAL FUNCTIONS AND TECHNICAL STANDARDS**

Reasonable accommodations will be considered for persons with disabilities; however, it is necessary that each student be able to demonstrate the technical standards and essential functions of a physical therapist with or without reasonable accommodation. The technical standards and essential functions are available in Appendix E.

The procedures for dissemination and acknowledgment of these technical standards

and essential skills are as follows:

All applicants invited for an interview will receive this document. Accepted students will be asked to review and sign this document before admission to the Physical Therapy Program. Any questions or concerns regarding the technical standards and essential functions should be directed to the Chair of the Kosair for Kids School of Physical Therapy. Students with documented disabilities may meet with personnel from the Center for Accessibility and Learning Equity, Disability Services when reviewing/signing.

## **FACULTY GOALS AND OUTCOMES**

Faculty Goal 1: Demonstrate innovative teaching and learning strategies that meet the diverse needs of learners in the entry-level curriculum and in the professional community.

Outcomes and Level of Achievement:

- 1.1. Faculty will remain current in teaching and learning strategies that support a low-residency curriculum delivery.
- 1.2. Faculty will utilize a variety of instructional strategies for delivering the curriculum in a low-residency format.
- 1.3. Faculty will leverage technology and best practices to meet the professional development needs of the community.

Faculty Goal 2: Demonstrate ongoing professional development through practice, scholarship, and continued competence.

Outcomes and Level of Achievement:

- 2.1. The core faculty will exhibit continued competence through scholarship, continuing education, or enrollment in academic degree programs.
- 2.2. Faculty practice opportunities will contribute to enhancement of curricular content areas.
- 2.3. Faculty will disseminate one or more peer-reviewed scholarly products every two years.

Faculty Goal 3: Serve as resources and role models for students and the professional community through leadership and service.

Outcomes and Level of Achievement:

- 3.1. Program faculty will model behavior for service by participating in professional, institutional, or community activities or organizations.
- 3.2. Faculty will offer post-professional coursework and continuing education for the physical therapy clinical community.

3.3. Faculty will serve in leadership roles in the professional community.

## **REMEDIATION POLICY**

At any time, students who receive a grade below 80% on an exam in the physical therapy curriculum will be asked by the instructor to remediate to demonstrate adequate mastery of the course objectives.

Procedure:

1. Physical Therapy Faculty monitor student performance within their assigned courses.
2. Faculty will require students scoring below 80% on an exam to remediate the exam material.
3. Faculty determine the type of remediation needed for the student to demonstrate an appropriate level of mastery with the material, which may include repeating the material or submitting additional work.
4. Successful, timely remediation is a requirement to complete the course.
5. Successful remediation does not negate earned grade; original test grades will be used for calculating course grades.
6. Incomplete or unsatisfactory remediations, as determined by the instructor, may result in failure of the exam or assignment remediated.

## **FACULTY ROLES AND RESPONSIBILITIES**

### Program Director

The program director is responsible for the ongoing growth and development of the DPT Program. In collaboration with the faculty and other program stakeholders, the program director develops a curriculum plan, and designs, develops, implements, evaluates, and modifies the curriculum and all program–related outcomes. The program director coordinates the curriculum, supervises faculty teaching and workload, fosters faculty development programs, ensures program resource needs are met, is accountable for the budget, and is accountable for all aspects of the accreditation process.

### Director of Clinical Education (DCE)

The core faculty member responsible for the planning, coordination, facilitation, administration, and monitoring of the clinical education component of the curriculum. The director of clinical education is a faculty member of record for the Professional Practice (clinical education) courses.

### Core Faculty

Those faculty appointed to and employed primarily in the program, including the Program Director, DCE, and faculty members who have primary authority and responsibility for the design, development, implementation, and evaluation of the curriculum and program policies and procedures. The core faculty is responsible for teaching, research, and service within and outside of the Program. The scope of responsibilities includes classroom and laboratory teaching, research, and community, professional, program and/or University service.

### Associated Faculty

Associated Faculty members have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. The associated faculty may include individuals with full-time appointments in the unit in which the professional program resides or in other units of the institution, but who have primary responsibilities in programs other than the professional program.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. The student's social security number will not be disclosed to individuals or agencies outside Spalding University except in accordance with the Spalding University Policy on Student Records available online in the Spalding University Catalog

The following items pertaining to students are considered directory information, and may be disclosed in response to inquiries concerning individual students, whether the inquiry is in person, in writing, or by telephone:

- Student's name
- Address
- Telephone number
- Date and place of birth
- Honors and awards
- Dates of attendance

Directory information is available in the Enrollment Services Center and Student Life and Development. Students who desire that any or all such information not be released without prior consent must notify the registrar in writing within 15 days of registration.

### **GRADING POLICY**

The following University grading scale will be utilized in the DPT program:

A 90-100  
B 80- 89  
C 70 -79  
D 60- 69  
F <60

### **INCOMPLETE COURSE GRADE**

As stated in the Spalding University Graduate catalog, course work that has not been completed will receive an Incomplete. Only courses including internship, practica, or dissertation as the primary course content are eligible for this category. If the work is not completed within 24 months of the initial assignment of the X grade, a grade of F is recorded. Any extension of the 24-month period for coursework completion requires the written approval of the Provost.

## **LABORATORY ACCESS BY STUDENTS OUTSIDE OF CLASS TIME**

Laboratory access outside of class time allows students to practice and refine skills and procedures. The policy for student laboratory access outside of class time will depend on the nature of the PT skill being practiced. Access to the wet anatomy lab outside of class time must be arranged with and supervised by faculty or lab assistant.

Therapeutic equipment, including modalities and exercise equipment, may not be utilized without faculty or lab assistant supervision. Students should not practice skills or modality procedures on a classmate until the appropriate instruction has been received within the curriculum and faculty have indicated that students are safe for independent practice.

## **LIBRARY**

Per the Spalding University Policy Guide, the Library provides print and non-print materials and the appropriate equipment, services, and facilities to support the educational and research programs of the University. There are more than 160,000 volumes in the collection accessed via a state-of-the-art automated system, referred to as M.A.R.S. (the Mary and Mason Rudd System). Electronic and print indexes provide access to journals. These resources are augmented by external collections and services, particularly those of the Kentuckiana Metroversity, a consortium of 7 colleges and universities in the metropolitan area. A daily courier supports interlibrary loan among Metroversity libraries; this service provides access to over 3 million books and 20,000 journal titles. Access to resources is enhanced by CD ROM index union catalog of major libraries in Kentucky and provided by 9 CD ROM indexes of journals and books. Additional access to materials is provided through a membership in CDP and SOLINET/OCLC.

The University Media Center, housed in the library, is a vital part of library services. It provides a variety of audiovisual materials and equipment to meet small and large group needs. Assistance is provided to students needing to use these materials. Also housed in the library building are the Educational Curriculum Laboratory, the Huff Art Gallery, the Stein Center, a computer laboratory, University Archives, and the offices of the School of Business and the Department of Library/Information Sciences.

Library research consultations are available for one-on-one meetings with a librarian. Consultations are scheduled for 1 hour and aim to help undergraduates, graduates, and faculty in any stage of the research process. See <https://library.spalding.edu/student-services> for more information.

## **MEDICAL LEAVE OF ABSENCE**

As stated in the Spalding University Catalog, medical leave is the mechanism by which Spalding University administratively withdraws a student with a medical condition or whose condition or behavior involves a serious concern of physical harm to him or herself or other persons within the community. Leaves may be voluntary or required and

may be granted for a period of no more than 12 consecutive months.

## **NON-ACADEMIC DISMISSAL**

Students may be dismissed from the program for the following non-academic reasons:

- Behavior endangering others safety or well-being
- Activities or behaviors that negatively represent the program or Spalding University
- Disrespectful behavior towards faculty, staff, students, and others
- Unprofessional conduct as defined by the APTA Core Values Assessment
- Unexcused absences/lateness

## **PRACTICAL EXAMINATION PASS POLICY**

Students are allowed to retake only one practical exam within a course and must pass all subsequent practical exams in that course. Failure to do so will earn a course grade of F, and the student will be dismissed from the program. No more than 3 retakes will be allowed during the program. Failure of the fourth practical examination during the curriculum will constitute a failure (F) for the course in which the fourth failure occurred, resulting in the student's dismissal from the program at the end of the semester. Regardless of the points achieved in a course, students must pass both the didactic and lab portions of the course.

## **PROCEDURES FOR INSTANCES OF POSSIBLE BREACH OF PROFESSIONAL INTEGRITY**

Students, faculty and staff have the duty to report any possible breach of professional integrity to the appropriate authority (i.e., faculty member, program director, Chair, Dean, etc.). Students observing a potential breach of professional integrity should consult the program director and refer to the procedures outlined in the Spalding University Student Handbook.

## **PROCEDURES FOR STUDENT COMPLAINTS AND GRIEVANCES**

The following Procedures for Student Complaints and Grievances are delineated in Spalding University Student Handbook and Spalding University Catalog.

- Administrative Issues
- Academic Issues
- Discrimination Issues
- Student Sexual Misconduct, Sexual Assault, and Sexual Harassment Policy
- Commission on Colleges Complaint Procedures for its Accredited Institutions

Specifically, all complaints should be in writing. A complaint will be considered when the maker submits it in a signed, written format to the Program Director or Chair of the KFKSPT. All complaints should be reported as soon as the issue occurs, or as soon as

possible.

Students should first report any issue or complaint to the respective faculty member. A complaint regarding the Program Director should be forwarded to the Chair of the KFKSPT. A complaint about the chair should be forwarded to the Dean of the Kosair for Kids School of Health and Natural Sciences.

If the issue is not resolved, the student may then contact the Commission on Accreditation of Physical Therapy Education at <https://www.capteonline.org/complaints>.

## **PROFESSIONAL INTEGRITY**

Also known as Academic Integrity, the Spalding University Catalog states:  
*“Undergraduate and graduate students in professional programs must act in accordance with the standards, ethics, and conduct of their profession when fulfilling any of their program requirements (e.g., practicum, externship, internship, research work) and while performing any work or activities related to their profession (e.g., a job or an assistantship).*

*“Exhibiting inappropriate, dishonest, and/or unprofessional behavior according to standards set in and for the student’s professional discipline may be cause for dismissal from a program. The University reserves the right to make final decisions on sanctions and dismissals related to ethical/professional misconduct.”*

For additional details, refer to the [Spalding University Student Handbook](#) section titled Professional Integrity.

Spalding University supports faculty autonomy in their decision to incorporate or prohibit the use of Artificial Intelligence (AI) by students in their courses. Faculty will clearly state the stipulations for student use/prohibition of AI in their course syllabus.

## **REPEATING A COURSE**

Undergraduates admitted into the Doctor of Physical Therapy Program are not permitted to repeat a HS/DPT course.

## **STANDARD PRECAUTIONS**

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

- Gloves must be worn before touching blood, body fluids, mucous membranes, non-intact skin. Change gloves after contact with each patient.
- Wash hands immediately after gloves are removed. Wash hands and other skin surfaces immediately if contaminated with blood or other body fluids.
- Masks and protective eyewear or face shields must be worn for procedures likely to generate splashes of blood or body fluids.

- Dispose of all sharp items (scalpel blades) in a puncture-resistant container located near point of use.
- Do not recap needles or sharps or otherwise manipulate by hand before disposal.
- Mouthpieces or resuscitator bags are handled in accordance with each clinical facility.
- Waste and soiled linen are handled in accordance with each clinical facility.
- Blood spills should be cleaned up promptly with an approved chemical germicide or appropriately diluted sodium hypochlorite (bleach) solution.

## **STUDENT DRESS CODE**

### Classroom Attire

Spalding University or facility issued ID badges must be worn at all times and clearly visible. Appropriate attire and closed-toe shoes must be worn at all times. Students should refrain from any attire that distracts from or interferes with the learning environment.

### Attire at Other Activities and Campuses

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

### Skills Laboratory Attire

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

### Anatomy Laboratory Attire

Students must wear gloves while working with cadavers. Students should wear clothing that will weather the lab environment. A lab coat or a change of clothing is strongly recommended. Students must always wear closed toe shoes while working in the anatomy lab to avoid risk of injury resulting from dissection instruments that may be inadvertently dropped. Additional information about attire in the anatomy laboratory may

be provided by the Anatomy instructor.

## Anatomy Cadaver Lab Policies

### Overview

The anatomy cadaver lab is a critical component of the DPT curriculum, providing students with hands-on experience and a deeper understanding of human anatomy. This lab allows students to explore the structure and function of the human body through the examination of real cadaver specimens.

### Access and Scheduling

Students will have scheduled access to the anatomy lab during their designated class times, and open lab hours may be available for independent study and practice. Procedures for scheduling additional lab time, is provided in the separate Anatomy Cadaver Lab Policies document.

### Professionalism and Conduct

Students are expected to conduct themselves with the utmost professionalism and respect when working in the anatomy lab, adhering to guidelines for the respectful handling of cadaver specimens. Detailed policies and expectations for professional behavior is outlined in the Anatomy Cadaver Lab Policies document.

### Safety Protocols

Ensuring the safety of students, faculty, and staff is of the utmost importance in the anatomy lab. Ensuring the safety of students, faculty, and staff is of the utmost importance in the anatomy lab. While this handbook provides a high-level overview of safety measures, students are required to review and strictly adhere to the comprehensive safety procedures detailed in the Anatomy Cadaver Lab Policies document.

### Responsibilities and Expectations

DPT students are responsible for actively participating in the anatomy lab, properly preparing for lab sessions, and ensuring the cleanliness and organization of the lab space. Students must review and comply with the more detailed policies and procedures outlined in the Anatomy Cadaver Lab Policies document.

### Consequences of Non-Compliance

Failure to comply with the policies and expectations set forth in the Anatomy Cadaver Lab Policies document may result in disciplinary action, including potential dismissal from the lab and the DPT program. Please refer to the separate Anatomy Cadaver Lab Policies document for comprehensive information and guidance regarding the anatomy lab experience.

## **STUDENT/GRADUATE GOALS AND OUTCOMES**

Student/Graduate Goal 1: Exhibit Professional Behaviors of caring, compassion, and integrity through interactions with patients, their families, and their professional community.

Outcomes and Level of Achievement:

- 1.1. Students will demonstrate growth in their Professional Behaviors across the curriculum as measured by the program faculty.
- 1.2. Students will demonstrate growth in their Professional Behaviors within their clinical education courses as measured by their clinical instructors.
- 1.3. Graduates will practice with care, compassion, and integrity as assessed by their employers.

Student/Graduate Goal 2: Exhibit lifelong learning, engagement, and leadership in the community and profession.

Outcomes and Level of Achievement:

- 2.1. Professional Development Plans prepared by students will describe opportunities for lifelong learning, engagement, and leadership in the community and profession.
- 2.2. Students will demonstrate leadership by participating in college, state, and national professional activities.
- 2.3. Graduates will participate in a physical therapy residency, serve as a clinical instructor, or develop an expertise in a practice area.

Student/Graduate Goal 3: Demonstrate competence in the use of technology to enhance learning, patient care, and professional development.

Outcomes and Level of Achievement

- 3.1. Students will demonstrate skill in the use of technology-based resources as they progress through the didactic curriculum as determined by program faculty.
- 3.2. Students will demonstrate skill in the use of technology-based resources to enhance patient care during clinical education as determined by clinical faculty.
- 3.3. Graduates will report the use of technology-based resources to enhance patient care in their practice setting as assessed by their employers.

## **STUDENT INPUT**

The program values student input, and opportunities for suggestions, feedback, grievances, or other forms of input are provided in several ways. Students have the opportunity to provide course evaluations as established by the University. Students have the opportunity for input regarding academic policies through class officers who meet periodically with the program director or designee, or through scheduling a

meeting with the program director or designee. Students have the right to evaluate the curriculum at a minimum during the final semester, and even after completion of the program, graduates will be asked to evaluate the curriculum and policies and to provide feedback. Students have the right to provide input regarding their preferred clinical site placements as instructed by the DCE. Students have the right to a faculty academic advisor and to consult with the advisor regarding academic and professional issues.

## **STUDENT LAB PARTICIPATION AND HEALTH DISCLOSURES IN DIDACTIC, LABORATORY OR CLINICAL ASSIGNMENTS**

By the very nature of the profession, the physical therapy program is a hands-on curriculum. Each student is expected to serve as a practice subject (or patient simulator) for other students while in the physical therapy program. Students objecting to this expectation or who have a legitimate reason or health concern or otherwise feel they should not participate as a patient simulator or subject for purposes of demonstration or practice of a physical therapy skill or modality must submit a written request to the instructor for reasonable accommodation. Students are required to make any physical limitation that may limit his/her ability to participate in lab activities known to the course instructor prior to the academic term and to student partners prior to each lab activity. Failure to disclose limitations within one week of the beginning of the academic term or prior to each lab activity indicates consent to, acknowledgement of and acceptance of any inherent risks involved in all lab coursework. For safety purposes, a student with any health history that may be a precaution or contraindication, is strongly encouraged to disclose this information to the appropriate instructor.

Any student practicing a skill on a classmate has an obligation to respect the rights of the partner and to discontinue a procedure upon request. Further, students should not request the right to practice a skill or modality procedure on a classmate until the appropriate instruction has been received. Therapeutic modalities and equipment are not to be used by students without prior approval of the appropriate instructor. At no time should students practice on non-program participants, nor should they bring them to the facility for such purposes unless otherwise instructed to do so as part of a class assignment. Minors who are brought to the facility for purposes of demonstration must be accompanied by a parent or legal guardian. The parent or legal guardian must sign an informed consent making him/her aware of the potential risks associated with the minor's participation.

Students' request for same sex lab partner for religious or personal reasons should be made to the program director prior to the first lab experience.

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

Students serve as patient and therapist models for their classmates for many different activities/techniques. This participation allows each student the opportunity to practice

on live patient models with a variety of body types. Students participate in labs as a patient and as a physical therapist. The student has the right to refuse to serve as a subject for demonstration without prejudice by the faculty if an injury or limitation has been disclosed.

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

## **STUDENT LEARNING PLAN**

If a student demonstrates significant behavior inconsistent with the APTA Core Values, the faculty member witnessing the concerning behavior will meet with the student to discuss the student's behavior. The faculty member will notify the student's faculty advisor who will develop a Student Learning Plan with the student and faculty member. Lack of progress or non-compliance may result in failure of the student to progress to clinical internships, delayed graduation, or removal from the DPT program.

## **STYLE MANUAL**

Consistent with the professional journals in physical therapy, all DPT assignments and reference citations must be in American Medical Association (AMA) format. A sample guide is available on the library web page: AMA Citation Guide - Spalding University Library at Spalding University <https://library.spalding.edu/citation-tools>

## **TRANSFER CREDIT POLICY**

Once enrolled in the Doctoral of Physical Therapy Program, no transfer credits will be accepted to fulfill degree requirements.

## **TREATMENT OF STUDENT INJURIES**

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

## **VIRTUAL ETIQUETTE**

Professionalism contributes to establishing credibility with other healthcare providers and patients. With the recent increase in the use of telehealth, virtual etiquette is more important than ever. As a result, students should abide by the following procedures during virtual meetings and synchronous sessions.

- Arrive on time and dressed appropriately.
- Notify household members that you will be "in class" and to refrain from disturbing you or walking behind you.
- Select an appropriate background. You may want to consider using the blur feature for privacy or to reduce distractions.
- Turn on your video since it contributes to a collegial atmosphere. (Notify the instructor the first week of class if this is problematic.)
- Avoid sunlight behind you as it makes it difficult to see your face.
- Mute your microphone until you're ready to speak.

- Screenshots, cell phone pictures, or recordings are not authorized without the instructor's written permission prior to class.
- Avoid multitasking or using chat for side conversations to foster staying engaged.
- Notify the instructor when your internet connection is lost.
- Minimize distractions:
  - No eating
  - Silence cellphones and close apps or windows to maximize your internet availability.

## **WET LABORATORY HAZARDOUS WASTE POLICY**

The Wet Laboratory Hazardous Waste Policy is located in Appendix D.

## **WITHDRAWING FROM COURSE AND RETURN ENROLLMENT**

Students who withdraw from a course should do so by the deadline dates provided in the course syllabus. If the student withdraws before the deadline for "withdrawal without penalty," a "W" will appear on the student's transcript. If the student withdraws after the deadline, a grade will be assigned. Students who are allowed to return will join a new cohort and repeat the semester in which they left.

The Office of the Registrar can provide students with requirements and procedures for officially withdrawing from the school. Spalding University will determine how much of your Title IV aid must be returned to the Title IV Programs. See the Spalding University Student Handbook for additional details.

# CLINICAL EDUCATION POLICIES FOR STUDENTS

## OVERVIEW

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

## STRUCTURE OF THE CLINICAL EDUCATION PROGRAM

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

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

### Professional Practice (Clinical Education) Faculty

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

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

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

to the student's clinical education experience. The SCCE/CCCE also acts as a neutral third party in negotiating conflicts between the CI and the student.

### Clinical Instructor (CI)

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

## **READINESS FOR PROFESSIONAL PRACTICE COURSES**

The core faculty establish the academic and clinical policies and procedures and determine student readiness to go to a clinic for the Professional Practice course. Students must pass and maintain minimal academic requirements as described below before proceeding to clinical assignments. The faculty, collectively, makes the final assessment regarding whether a student is safe and ready to progress to clinical education. All practical exams contain critical safety elements that have to be met as a condition of passing any practical exam.

Students have the responsibility to demonstrate all required knowledge, skills and abilities related to clinical readiness through coursework, practical performance and professional behaviors. Students must pass all prior academic courses successfully before being approved to begin the first clinical education course. Subsequently, all academic and clinical courses must be successfully completed for continued progression in the curriculum.

## **AMERICANS WITH DISABILITIES ACT (ADA) REQUIREMENTS**

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

## **ATTENDANCE**

During any Professional Practice experience, the student is expected to follow the work schedule of their assigned CI(s), including weekends and holidays (regardless of Spalding University holidays). Professional Practice courses I-IV are considered full time. Full time is defined as at least 40 hours per week. Attendance is mandatory for scheduled work hours. Clinical practice may involve arriving early and/or staying later

than scheduled times. These occasional fluctuations in work schedule are considered a normal part of clinic operations, and the student is expected to arrive and leave in accordance with the arrival and departure times of the CI unless directed otherwise by the CI or SCCE/CCCE.

Students are required to report any absences to the DCE on or before the occurrence in addition to contacting the clinical instructor (CI) prior to the start of the workday or as directed by the CI. Students may be required to make-up absences. Multiple absences may result in termination of the Professional Practice course and a “Fail” grade assigned for the course. Students are prohibited from negotiating their work hours and/or days with the CI without PRIOR approval from the DCE. Failure to observe this policy may result in disciplinary action for the student.

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

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

## **CLINICAL INSTRUCTOR QUALIFICATIONS**

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

## **CLINICAL POLICIES**

Students are required to pass all Professional Practice (clinical education) courses. An inability to successfully pass a Professional Practice course will result in an Incomplete **if** the DCE, student, and clinical instructor terminate the course prior to completion. A remediation plan will be developed by the DCE in consultation with the student's faculty advisor and Program Director. The student will have only 1 opportunity for remediation. The need for a remediation plan in a Professional Practice course may affect progression through the program.

A student who is unable to successfully complete a second Professional Practice course will receive a Fail and will be dismissed from the program.

## **CLINICAL SITE INFORMATION**

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

## **CLINICAL SITE VISITS**

To monitor student progress and assess the quality of the clinical site and clinical faculty, the DCE (or designated faculty) will complete a virtual or on-site site visit for each student at least once a year. This site visit may occur during any one of the four clinical experiences. The DCE (or designated faculty) will contact all clinical sites near midterm of the course if a site visit is not planned. The DCE and program director will always be available by telecommunications for the student, SCCE/CCCE, or CI.

## **COMMUNICATION EXPECTATIONS**

The DCE and academic faculty maintain an "open door" policy with regard to communication throughout a student's tenure. While on clinical education experiences, the DCE is in contact with students and CIs in a variety of ways. Several avenues exist for students and clinical faculty to communicate with the DCE and the DPT program.

Students are expected to follow the program and course expectations regarding timely communication with program faculty and staff while completing their Professional Practice. Students will receive a virtual, on-site visit, or conference call for every full-time clinical internship. The purpose of the contact is to assess the student's clinical progress at that facility as well as the student's progress toward successfully completing the course objectives for the experience.

## **CONFIDENTIALITY**

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

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

## **CRIMINAL BACKGROUND CHECKS**

Criminal background checks are required for Professional Practice (clinical education) placement. Findings of a criminal background check may preclude placement in the Professional Practice courses. Students with findings on a criminal background check will be counseled by the program director regarding potential implications for state board licensure as a physical therapist. Students with convictions of certain criminal history may not meet state board requirements for licensure as a physical therapist.

## **EXPENSES, TRANSPORTATION AND HOUSING**

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

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

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

## **EXXAT STUDENT TRAINING AND EDUCATION PLACEMENT SOFTWARE**

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

## HEALTH AND SAFETY REGULATIONS AND REQUIREMENTS

As healthcare providers, we have a duty to prevent and protect others from the spread of disease. We do this through hand hygiene, use of personal protective equipment, sanitizing the care environment, and maintaining current vaccinations. Vaccines are used to reduce and prevent harmful diseases and are required for workers in many medical settings.

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

Required documentation & health information includes:

- Criminal Background Check (FBI & State of Kentucky)
- Current CPR/BLS Certification for Healthcare Providers
- Current Immunizations including:
  - Hepatitis B vaccination (3 doses) or signed waiver (Some facilities may NOT accept a waiver)
  - MMR vaccination (2 doses) or documentation of immunity
  - Varicella vaccination (2 doses) or documentation of immunity
  - TDAP (1 dose) vaccination + booster (if applicable)
  - COVID-19 vaccination (initial series + booster, if not seeking exemption)
  - Optional immunizations include: Hepatitis A & meningococcal vaccination
- HIPAA training
- OSHA Bloodborne pathogen training
- Proof of health insurance

Possibly required documentation & health information depending on clinical site placement includes:

- Physical examination
- Tuberculosis screening: Negative PPD or chest x-ray
- 10-Panel Drug Screen
- Clinical facility signed Confidentiality Statement

Additionally, students MUST check for and complete any additional site-specific requirements once Professional Practice assignments are communicated.

### COVID-19

Physical therapy students are required to receive the initial COVID-19 vaccine(s) and 1 booster. Spalding University allows students to apply for a religious or medical waiver from COVID-19 vaccines. Contact the Director of Clinical Education for the process to apply for a waiver. Some clinical sites may not honor Spalding's COVID waivers. Failure to comply with health requirements by any assigned clinical site may delay a student's graduation.

## **IN-SERVICES/EDUCATIONAL PRESENTATIONS/SITE-SPECIFIC PROJECTS**

The DPT program does not require students to complete an in-service, educational presentation, or site-specific project during Professional Practice I unless the clinical site requires one. However, students are required to complete an in-service, educational presentation, or site-specific project by the conclusion of Professional Practice II, III, and IV. The nature of the in-service, presentation, or project should be mutually agreed upon by the student and clinical instructor, should be of educational benefit to both student and clinical site, and should be manageable in scope for the student to complete successfully. Meeting this requirement should not detract from the student's hands-on clinical experiences. Students and/or clinical instructors should contact the DCE with any questions concerning the successful completion of this requirement.

## **INFECTION CONTROL AND RISK**

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

## **LEGAL LIMITS AND REGULATIONS**

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

The CI and the facility are considered responsible for the care provided to a patient/client at all times. The CI has the responsibility to provide proper guidance and supervision of all patient management activities.

Regulations on physical therapy practice are dictated by the governing board of the jurisdiction in which the clinical site is located. Regardless of their level of training, students are required to know and abide by the physical therapy practice act of the jurisdiction in which the Professional Practice is occurring. Information on the physical therapy practice act for each jurisdiction in the United States may be found at [www.fsbpt.org](http://www.fsbpt.org).

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

Association provides definitions of levels of supervision in clinical care as general supervision, direct supervision, and direct personal supervision. The APTA definitions can be accessed at

<https://www.apta.org/siteassets/pdfs/policies/levels-supervision.pdf>

Spalding University DPT program policy as outlined in the Professional Practice course syllabi requires students and CIs to maintain “direct personal supervision” at all times during patient care in Professional Practice I-IV. Failure to observe this level of supervision may be considered grounds for removal of the student from the clinical site and/or assignment of “fail” for the course.

## **METHODS OF STUDENT EVALUATION**

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

At the end of each Professional Practice course, students must complete an evaluation of the clinical experience and review it with the clinical instructor AFTER the instructor discusses the final CIET with the student.

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

The DCE is responsible for assigning the student’s grade of Pass/Fail. The grade assigned depends on the student’s clinical competence as evidenced by the clinical instructor’s ratings on the final CIET, verbal and/or written feedback from the clinical instructor, and completion of any and all clinical and academic assignments.

Students must satisfactorily complete preparatory requirements and coursework to advance to their professional practice placements. Failure to meet these requirements may result in delayed course completion and graduation.

## **PROFESSIONAL LIABILITY INSURANCE**

Spalding University provides professional liability insurance coverage for its students ONLY during Professional Practice courses with limits of \$1,000,000 per occurrence

and \$3,000,000 aggregate. The University shall provide the facility with a copy of a certificate upon request.

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

## **PROFESSIONAL PRACTICE STUDENT PLACEMENT**

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

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

Each academic year, students will meet with DCE to discuss professional practice goals, locations for Professional Practice placement, and any possible barriers to professional practice. Students will use the Exxat platform to review the available sites and list their top preferences before each professional practice placement. Clinical education faculty and staff will consider the location of housing accommodations when placing students. A commute greater than 60 miles from student housing accommodations will be considered a non-commutable distance. Students will be placed into clinical sites based on clinical education needs of the student and clinical site availability, and not based on vaccination policy. The program makes no guarantee that the student will be placed into sites that allow medical or religious exemption for vaccines. The final decision regarding clinical placement for all students rests with the DCE.

Due to the limited availability of clinical instructors and our obligation to uphold agreements with clinical partners, no changes to Professional Practice placements will be permitted. Exceptions will only be considered in cases of documented emergencies and are subject to review by the Director of Clinical Education and the Program Director. Any approved requests will require a faculty vote. Non-emergency requests will not be considered under any circumstances.

Clinical sites occasionally cancel clinical placements if circumstances (staffing, caseload, facility ownership, etc.) change to the extent that they are unable to provide a learning environment for the student. In the event of cancellation by the facility, the student is notified by the DCE promptly. In most cases, the DCE can find an alternate placement without a significant loss of clinical clock hours or clinical “continuity” for the student. In certain cases, however, depending upon the timeline of the cancellation and other specific circumstances, student placement into an alternate facility may require the rescheduling or addition of clinical practice hours. Students are not allowed to change or cancel their clinical site assignments.

## **PROFESSIONAL PRACTICE STUDENT DRESS CODE**

Unless stipulated otherwise by the clinical site, professional business attire is required during Professional Practice courses. This attire includes covering the chest, preventing the exposure of the chest, undergarments, or mid-section during all movements or

positions, and the wearing of closed-toe, non-slip, and stable footwear for safety and infection control. Either Spalding University or site-required identification badges must be worn at all times. No perfumes or cologne should be worn due to allergies and sensitivities of patients. Nails are to be kept trimmed and good personal hygiene is expected at all times. Students are expected to adhere to any personal protective equipment requirements as instructed by the CI.

## **PUNCTUALITY**

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

## **SITE POLICIES AND PROCEDURES**

Students are expected to comply with all policies and procedures of the clinical site. The clinical site staff is responsible for providing training regarding site-specific policies and procedures AND the student is responsible for ensuring this occurs. Failure of a student to follow a site's policies and procedures may be grounds for remediation, removal from the clinical site, termination of the experience, and/or assignment of "Fail" for the Professional Practice course.

## **SITE PROCUREMENT**

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

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

Students who have requested placement for which the school establishes a new affiliation agreement are required to complete that experience for which the affiliation agreement was requested at that facility. Any requests for an alternate placement will only be considered if that placement can be filled by another student during the same time frame.

## **STUDENT CODE OF CONDUCT**

Students must demonstrate professionalism in their interactions with patients, visitors, and employees during the Professional Practice experiences. The clinical sites donate the use of their facility, time, and experience to educate future physical therapists.

Language in Spalding University's clinical contracts include the following:

- The University and Facility have the “right to remove a student from the clinical education experience if the Facility requests removal. This removal shall occur immediately upon receipt of such request.”
- “The Facility may at any time remove a student from a patient care area or from the Facility itself and/or request the University withdraw a student from the clinical education experience when the Facility determines that immediate termination is necessary due to the nature of the student's performance.”

## **STUDENT ILLNESS AND INJURY**

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

**Disclaimer: The Student Handbook is subject to change at any time and applies to accepted and current students. Students will be notified of any changes.**

## APPENDIX A – CURRICULUM

### Year 1

<b>Semester 1 – Fall</b>			
Course	Course Credits		Contact Hours
DPT 701 Human Gross Anatomy	5	3 Lecture 2 Lab	105
DPT 711 Patient Care Skills I	3	1 Lecture 2 Lab	75
DPT 741 Professional Engagement I	3	3 Lecture	45
Totals	11	7 Lecture 4 Lab	225
<b>Semester 2 – Spring</b>			
DPT 702 Applied Physiology	3	3 Lecture	45
DPT 703 Foundations of Neuroscience for PT Practice	4	3 Lecture 1 Lab	75
DPT 712 Patient Care Skills II	3	1 Lecture 2 Lab	75
DPT 721 Cells, Systems and Disease I	2	2 Lecture	30
Totals	12	9 Lecture 3 Lab	225
<b>Semester 3 – Summer</b>			
DPT 722 Cells, Systems and Disease II	2	2 Lecture	30
DPT 731 Diagnostics and Pharmacology I	1	1 Lecture	15
DPT 761 Foundations of Movement Science	5	3 Lecture 2 Lab	105
DPT 851 Critical Inquiry I	2	2 Lecture	30
Totals	10	8 Lecture 1 Lab	180
<b>Year 1 Totals</b>	<b>33</b>	<b>24 Lecture 9 Lab</b>	<b>630</b>

## Year 2

<b>Semester 4 – Fall</b>			
DPT 862 Fundamentals of Patient Management	3	1 Lecture 2 Lab	75
DPT 872 Musculoskeletal Physical Therapy I	4	2 Lecture 2 Lab	90
DPT 842 Professional Engagement II	3	3 Lecture	45
DPT 852 Critical Inquiry II	2	2 Lecture	30
Totals	12	8 Lecture 3 Lab	240
<b>Semester 5 – Spring</b>			
DPT 873 Musculoskeletal Physical Therapy II	4	2 Lecture 2 Lab	90
DPT 874 Cardiovascular and Pulmonary Physical Therapy	3	2 Lecture 1 Lab	60
DPT 832 Diagnostics and Pharmacology II	2	2 Lecture	30
DPT 881 Professional Practice I	2	2 Clinical	160
Totals	11	6 Lecture 3 Lab 2 Clinical	340
<b>Semester 6 – Summer</b>			
DPT 871 Integumentary Physical Therapy	2	1 Lecture 1 Lab	45
DPT 875 Neuromuscular Physical Therapy I	4	2 Lecture 2 Lab	90
DPT 833 Diagnostics and Pharmacology III	2	2 Lecture	30
Totals	10	5 Lecture 3 Lab	165
<b>Year 2 Totals</b>	<b>33</b>	<b>21 Lecture</b> <b>10 Lab</b> <b>2 Clinical</b>	<b>775</b>

### Year 3

<b>Semester 7 – Fall</b>			
DPT 863 Physical Therapy in Geriatrics	3	2 Lecture 1 Lab	60
DPT 878 Physical Therapy for Special Populations	2	1 Lecture 1 Lab	45
DPT 843 Professional Engagement III	3	3 Lecture	45
DPT 882 Professional Practice II	4	4 Clinical	320
Totals	12	6 Lecture 2 Lab 4 Clinical	470
<b>Semester 8 – Spring</b>			
DPT 876 Neuromuscular Physical Therapy II	4	2 Lecture 2 Lab	90
DPT 877 Orthotics and Prosthetics	2	1 Lecture 1 Lab	45
DPT 864 Physical Therapy in Pediatrics	4	3 Lecture 1 Lab	75
DPT 834 Diagnostics and Pharmacology IV	2	2 Lecture	30
Totals	12	8 Lecture 4 Lab	240
<b>Semester 9 – Summer</b>			
DPT 991 Clinical Decision Making	2	1 Lecture 1 Lab	45
DPT 883 Professional Practice III	4	4 Clinical	320
Totals	6	1 Lecture 1 Lab 4 Clinical	365
<b>Year 3 Totals</b>	<b>30</b>	<b>15 Lecture 7 Lab 8 Clinical</b>	<b>1075</b>

## Year 4

<b>Semester 10 – Fall</b>			
DPT 879 Health Promotion and Wellness	2	2 Lecture	30
DPT 853 Critical Inquiry III	3	3 Lecture	45
DPT 744 Professional Engagement IV	3	3 Lecture	45
Totals	8	8 Lecture	120
<b>Semester 11 – Spring</b>			
DPT 945 Professional Engagement V	2	2 Lecture	30
DPT 984 Professional Practice IV	6	6 Clinical	480
Totals	8	2 Lecture 6 Clinical	510
<b>Year 4 Totals</b>	<b>16</b>	<b>10 Lecture 6 Clinical</b>	<b>630</b>
<b>Program Totals</b>	<b>110</b>	<b>68 Lecture 26 Lab 16 Clinical</b>	<b>3080</b>

1 Lecture Credit = 15 Contact Hours  
 1 Lab Credit = 30 Contact Hours  
 1 Professional Practice Credit = 80 Contact Hours

## APPENDIX B – COURSE DESCRIPTIONS

Course	Credit Hours	Course Description
DPT 701 Human Gross Anatomy	5	Normal human anatomy with an emphasis on structure and function of the musculoskeletal system. Includes human cadaver dissection.
DPT 702 Applied Physiology	3	Study of human physiology with an emphasis on cellular level structure and function of the musculoskeletal, neurologic, integumentary, cardiovascular, and pulmonary systems. Relationships between structure and function as a basis for understanding pathological processes. Foundations of exercise physiology as a basis for application in the physical therapy setting.
DPT 703 Foundations of Neuroscience for Physical Therapy Practice	4	Detailed study of the structure and function of the central and peripheral nervous systems including phylogeny and morphology, developmental anatomy, and microanatomy. Relationship between neural structure and function and human motor control and sensory processes.
DPT 711 Patient Care Skills I	3	Introductory course in skill development in basic tests and measures, interventions and patient management processes in the physical therapy practice setting including the patient/client management and ICF models.
DPT 712 Patient Care Skills II	3	Continuation of DPT 611 with development of basic skills in tests and measures, interventions and patient management in physical therapy practice.
DPT 721 Cells, Systems and Disease I	2	Study of alterations in normal structure and function of the human body including pathophysiological conditions typically encountered in the physical therapy practice setting.
DPT 722 Cells, Systems and Disease II	2	Continuation of DPT 621 with the study of alterations in normal structure and function of the human body including pathophysiological conditions typically encountered in the physical therapy practice setting.

DPT 731 Diagnostics and Pharmacology I	1	First in a series of four courses providing an overview of the diagnostic tests and pharmacologic management for adult patients with diagnoses commonly seen in physical therapy practice. Emphasis in the first course on pharmacologic therapies and the process of specificity and sensitivity in the diagnostic process as well as diagnostic tests and pharmacological interventions used in patients with integumentary disorders.
DPT 741 Professional Engagement I	3	First in a series of five courses to prepare students as ethical, moral, responsible and accountable physical therapists. Emphasis in the first course on the history of the profession, US healthcare system, Code of Ethics and Core Values. Includes opportunities for engagement in professional practice settings.
DPT 761 Foundations of Movement Science	5	Integrated study of the foundations for human movement including applied anatomy and physiology, biomechanics, kinesiology, and normal human development requisite for assessing and treating movement dysfunction in physical therapy practice.
DPT 832 Diagnostics and Pharmacology II	2	Second in a series of four courses providing an overview of the diagnostic tests and pharmacologic management for adult patients with diagnoses commonly seen in physical therapy practice. Emphasis in the second course on diagnostic tests, including common imaging techniques, and pharmacological interventions used in patients with musculoskeletal, cardiovascular and pulmonary disorders.
DPT 833 Diagnostics and Pharmacology III	2	Third in a series of four courses providing an overview of the diagnostic tests and pharmacologic management for adult patients with diagnoses commonly seen in physical therapy practice. Emphasis in the third course on diagnostic tests, including common imaging techniques, and pharmacological interventions in patients with musculoskeletal and neuromuscular disorders.
DPT 834 Diagnostics and Pharmacology IV	2	Fourth in a series of four courses providing an overview of the diagnostic tests and pharmacologic management for patients with diagnoses commonly seen in physical therapy practice. Emphasis in the fourth course on diagnostic tests, including common imaging techniques, and pharmacological interventions in adults with neuromuscular disorders.

DPT 842 Professional Engagement II	3	Second in a series of five courses to prepare students as ethical, moral, responsible and accountable physical therapists. Emphasis in the second course on introductory legal and ethical issues in physical therapy practice, psychosocial considerations in patient management, and the interdisciplinary team. Students will develop skills in self-assessment of professional behaviors.
DPT 843 Professional Engagement III	3	Third in a series of five courses to prepare students as ethical, moral, responsible and accountable physical therapists. Emphasis in the third course on the teaching and learning process and the application of psychosocial, legal and ethical issues in physical therapy practice. Opportunities for case studies as a basis for legal and ethical reasoning.
DPT 851 Critical Inquiry I	2	First in a series of three courses to prepare students to understand, analyze, and utilize the professional literature to critically integrate evidence into professional practice. Emphasis in the first course on the concept of evidence as a foundation for clinical practice and the research process.
DPT 852 Critical Inquiry II	2	Second in a series of three courses to prepare students to understand, utilize and critically analyze professional literature and to integrate evidence into clinical practice. Emphasis in the second course on understanding how the research process builds evidence.
DPT 862 Fundamentals of Patient Management in Physical Therapy Practice	3	Application of the patient/client management model as a basis for development of skills of systems review, history-taking and the components of the general medical physical examination. Use of screening for impact of morbidities and co-morbidities and formulation of a physical therapy diagnosis.
DPT 863 Physical Therapy in Geriatrics	3	Application of the patient/client management model in the older adult. Concepts of and challenges to healthy aging and maintenance of optimal quality of life. Management of age-related disorders commonly seen in the physical therapy practice setting.
DPT 864 Physical Therapy in Pediatrics	3	Physical therapy management of primary and secondary conditions common to the pediatric physical therapy setting. Emphasis on the evaluation, examination, management and family-centered care.

DPT 871 Integumentary Physical Therapy	2	Application of the patient management model in patients with integumentary and lymphatic disorders including diagnostics, and pharmacology.
DPT 872 Musculoskeletal Physical Therapy I	4	Application of the patient/client management model in patients with musculoskeletal disorders. Diagnosis and evidence-based management of the patient with disorders of the upper quarter and spine emphasized.
DPT 873 Musculoskeletal Physical Therapy II	4	Continued application of the patient/client management model in patients with musculoskeletal disorders. Diagnosis and evidence-based management of the patient with disorders of the lower quarter and spine emphasized.
DPT 874 Cardiovascular and Pulmonary Physical Therapy	3	Examination, evaluation and management of the patient with cardiovascular and pulmonary disorders common to physical therapy practice.
DPT 875 Neuromuscular Physical Therapy I	4	Application of the patient/client management model in the adult patient with neuromuscular disorders. Examination, evaluation and management of the patient with neuromuscular disorders common to physical therapy practice. Emphasis on disorders primarily affecting lower motor neuron, cranial and peripheral nerve disorders and the spinal cord injury.
DPT 876 Neuromuscular Physical Therapy II	4	Continued application of the patient/client management model in adult patients with neuromuscular disorders. Emphasis on the management of traumatic, acute and chronic brain disorders and complex neuromuscular disorders.
DPT 877 Orthotics and Prosthetics	2	Concepts and application of orthotic and prosthetic devices in patient management with an emphasis on the lower extremity.
DPT 878 Physical Therapy for Special Populations	2	Physical therapy management of patients with co-morbidities impacting primary physical therapy diagnosis including patients with cancer, genitourinary, pelvic floor, vestibular and balance disorders, and complex medical disorders as well as physical therapy in the emergency department. Overview of the role of the physical therapist in chronic pain management.
DPT 881 Professional Practice I	2	First of four full-time experiences to provide students the opportunity for hands-on professional practice under the supervision of a licensed physical therapist. Supervised practice in tests and measures and interventions for patients of low complexity.

DPT 882 Professional Practice II	4	Second of four full-time experiences to provide students the opportunity for hands-on professional practice under the supervision of a licensed physical therapist. Supervised practice in tests and measures and interventions with patients with multiple morbidities. Practice in the complexities of patient/client management.
DPT 944 Professional Engagement IV	3	Fourth in a series of five courses to prepare students as ethical, moral, responsible and accountable physical therapists. Emphasis in the fourth course on introduction to administration and management in physical therapy practice.
DPT 945 Professional Engagement V	3	Fifth in a series of five courses to prepare students as ethical, moral, responsible and accountable physical therapists. Emphasis in the fifth course on preparation for entering the physical therapy employment setting and licensure.
DPT 953 Critical Inquiry III	3	Third in a series of three courses to prepare students to understand, utilize, and critically analyze the professional literature to integrate evidence into clinical practice. Emphasis in the third course on participation in the scholarly process.
DPT 979 Health Promotion and Wellness	2	Fundamental concepts of health promotion, fitness, and wellness for individuals and populations within physical therapy practice.
DPT 983 Professional Practice III	3	Third of four full-time experiences to provide students the opportunity for hands-on professional practice under the supervision of a licensed physical therapist. Supervised practice in tests and measures and interventions with patients with multiple morbidities. Continued practice in the complexities of patient/client management.
DPT 984 Professional Practice IV	6	Culminating professional practice experience under the supervision of a licensed physical therapist. Students engage in practice with patients of varying complexities and participate in the management of the physical therapy practice setting. Preparation for entry-level practice emphasized.
DPT 991 Clinical Decision Making in Physical Therapy Practice	2	Clinical reasoning and decision-making utilizing case scenarios that require students to develop and modify plan of care based on patient response.

# **APPENDIX C – SPALDING UNIVERSITY WET LABORATORY HAZARDOUS WASTE POLICY**

## **Waste Disposal Procedures**

Each person working in the laboratory is responsible to ensure that all wastes are disposed properly. Lab staff are responsible for proper packaging and processing of generated waste.

### **1.1. Procedure for Hazardous Liquid Waste**

- 1.1.1. All hazardous chemical waste shall be collected and stored in a leak-proof container with a tight-fitting lid.
- 1.1.2. Hazardous waste shall be labeled with the contents.

### **1.2. Procedure for Biohazard Waste**

- 1.2.1. Always wear disposable gloves and long-sleeved disposable gown when handling biohazard waste.
- 1.2.2. Biowaste bins are hard-walled containers with lid and double red biohazard bag inside of it. Biowaste bin lids are to be kept closed.
- 1.2.3. Red biohazard bags are stored in the lab.

## **2. SPILLS**

### **2.1. Chemical spills**

- 2.1.1. The chemical spill kit with step-by-step instructions is available in each lab.
- 2.1.2. When a chemical spill occurs cover the spilled area with disposable absorbent material to soak up any fluids before wiping it up.
- 2.1.3. Always try to contain the spill, do not spread it, wipe material towards the center and take care to remove any sharp objects with forceps, or brush and dustpan before attempting to wipe up.
- 2.1.4. Dispose all material used in hazardous waste container.

### **2.2. Biohazard spill**

- 2.2.1. The biohazard spill kit with step-by-step instructions is available in the lab.
- 2.2.2. Spilled biohazard liquids can be decontaminated with suitable disinfecting solution and treated as biohazard waste.
- 2.2.3. Allow the disinfectant to react for 30 minutes before wiping up.

**2.2.4.** Always try to contain the spill, do not spread it, wipe material towards the center and take care to remove any sharp objects with forceps or tongs before attempting wipe up.

**2.2.5.** All contaminated disposable items, not containing sharps, should be treated as biomedical waste, and shall be disposed of in double biohazard bags at the place of origin.

### **2.2.6. Sharps and Broken Glass**

**2.2.6.1.** Contaminated sharps and broken glassware such as scalpel blades require handling and disposal as biohazard waste and must be placed in a red puncture-resistant biohazard sharps container at the place of origin.

**2.2.6.2.** Scalpel blades must be disposed into sharps container.

**2.2.6.3.** The caps from needles are to be disposed as biohazard solid waste.

**2.2.6.4.** To avoid accidents related to overfilling the containers, remove the containers for disposal when they are 2/3 full. The container must be closed and snapped shut.

**2.2.6.5.** The sharp container is collected by building staff.

### **2.3. General Waste**

**2.3.1.** Material free of any apparent or actual infectious or hazardous chemical contamination such as empty boxes, plastic covers, paper towels etc.

**2.3.2.** General waste shall be placed in the general waste bins located in each room. Never leave any waste on the tables or on the floor.

**2.3.3.** Drains shall not be used for disposal of either waste or chemicals.

## **DEFINITIONS**

**Biohazard Waste:** Any solid, semi-solid or liquid waste which may present a threat of infection to humans, including non-liquid tissue, body parts, blood, blood products, and body fluids from humans and other primates; laboratory and veterinary wastes which contain human disease-causing agents; and discarded sharps.

**Hazardous waste:** Waste that poses substantial or potential threats to public health or the environment.

**Contaminated:** Soiled by any biomedical waste.

**Decontamination:** The process of removing pathogenic microorganisms from objects or surfaces, thereby rendering them safe for handling.

**Disinfection:** Reducing the number of present viable microorganisms.

**Leak resistant:** Prevents liquid from escaping to the environment in the upright position.

**Biowaste bin:** A rigid hard-walled type container with double red biohazard bag inside of the container used to enclose packages of biomedical waste.

**Puncture resistant:** Able to withstand punctures from contained sharps during normal usage and handling.

**Sealed:** Free from openings that allow the passage of liquids.

**Sharps:** Objects capable of puncturing, lacerating, or otherwise penetrating the skin.

**Sharps Container:** A rigid, leak and puncture resistant container, designed primarily for the containment of sharps, clearly labeled with the phrase and international biological hazard symbol.

## **APPENDIX D – TECHNICAL STANDARDS AND ESSENTIAL FUNCTIONS FOR PHYSICAL THERAPY PRACTICE**

### **Kosair for Kids School of Physical Therapy Doctor of Physical Therapy Program Technical Standards and Essential Functions for Physical Therapy Practice**

The purpose of this document is to ensure that all students entering the Spalding University Doctor of Physical Therapy Program are aware of and understand the requirements of our program and the profession so that informed decisions can be made regarding pursuit of this profession. These technical standards and essential functions are in turn linked to student success within our program and achievement of Doctor of Physical Therapy Program Goals and the Minimum Required Skills of Physical Therapist Graduates at Entry Level by graduation.

#### **Technical Standards and Essential Functions for Physical Therapy Practice**

Technical standards and essential functions refer to those physical, cognitive and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the profession of all students at graduation. The technical standards and essential functions required by the curriculum are in the following areas: communication; intellectual (conceptual, integrative and quantitative abilities); sensory/observation; motor; and the behavioral and social aspects of the performance of a physical therapist.

**A. Communication:** The student must be able to communicate in English clearly, effectively and efficiently with instructors, fellow students, patients and family/caregivers, physicians and other members of the health care team verbally, non-verbally and in written formats. These communication skills require the ability to examine all information provided including the recognition of the significance of non-verbal communication. Immediate evaluation of information provided is necessary to allow for appropriate, well focused follow-up inquiry. Communication skills include the ability to identify and seek out sources of feedback, and to effectively use and provide feedback for improving personal interaction. The student must be capable of responsive, empathetic, active listening to establish rapport in a way that promotes openness on issues of concern and competence with respect to cultural differences.

**B. Intellectual:** To be successful in coursework a student must have the cognitive abilities necessary to master relevant content in didactic and clinical courses at a level deemed appropriate by the profession. These skills may be described as the ability to comprehend, apply, analyze, and synthesize material. Students must be able to develop reasoning and decision-making skills appropriate to the practice of physical therapy. The student must possess the ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

**C. Sensory/Observation:** The student must have the ability to perceive information presented in didactic and clinical course work through visual, auditory, olfactory and tactile means from lectures/labs, written materials, and other various electronic media. Students must be able to personally observe demonstrations, experiments, and laboratory exercises in didactic and clinical course work. They must be able to accurately observe an individual for the purpose of patient/client management. The student must have the ability to discern and comprehend dimensional and spatial relationships of structures.

**D. Motor:** A major component of the practice of physical therapy is the hands-on examination and management of movement disorders. The student must have sufficient motor function to effectively move themselves and others in order to learn and competently perform the psychomotor tasks required for physical examinations and physical therapy interventions.

**E. Behavioral and Social:** The student must demonstrate personal attributes of compassion, caring, altruism, integrity, and social responsibility, as well as cultural competence. Students must possess the emotional health and stability required for full application and use of their intellectual abilities, the exercise of good judgment, the prompt and effective completion of all responsibilities effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The student is expected to interact with others in a respectful and responsible manner at all times. The student must be able to accept and respond to constructive criticism and resolve conflicts in a socially acceptable and professional manner. He/she must use time effectively in obtaining maximum benefit from a minimum investment of time and resources.

**F. Reasoning Abilities:** Students must be able to analyze and synthesize information from various sources. Students must learn to solve difficult problems and to make diagnostic, prognostic, and therapeutic intervention decisions in a timely manner.

**G. Professional Requirements:** Students must conduct themselves appropriately in all academic and clinical interactions both on and off-campus. Students must abide by all applicable University policies and must comply with the American Physical Therapy Association Code of Ethics and Guide for Professional Conduct. (<http://APTA.org>)

**APPENDIX E – REVIEW ACKNOWLEDGEMENT SIGNATURE PAGE**

**Spalding University  
Physical Therapy Program  
Academic Year 2025-2026**

I, \_\_\_\_\_(printed name), the undersigned, indicate by signature that I have viewed the Student Handbook 2025-2026, and therefore, I am informed of the Program’s policies related to academic, clinical, and professional expectations. My signature confirms my understanding of these expectations and my willingness to be responsible for my conduct associated with these expectations. I further understand that a copy of this signed agreement will be placed in my student records file.

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Signature Date