



Saint Louis University

Program in Physical Therapy

STUDENT HANDBOOK

Class of 2027

Doisy College of Health Sciences

Department of Physical Therapy and Athletic Training

**Saint Louis University
Program in Physical Therapy
STUDENT HANDBOOK
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Introduction

Welcome to the Program in Physical Therapy at Saint Louis University, a learning community rooted in the Jesuit tradition. As you begin the pre-professional phase of the physical therapy curriculum, you have much to look forward to over the next six years. You will experience both breadth and depth in the liberal arts which lays the foundation for your professional education. You will make life-long friends among your classmates. You will have the opportunity to give back to the university, local, national, and even international community through service activities. You will work closely with faculty as you engage in active learning.

Following successful completion of your first three years, you will start the professional phase of the curriculum. During the following three years, the DPT curriculum is designed to prepare you as a physical therapist that possesses qualities of commitment, caring, integrity, leadership, and innovation within a diverse and technological society. Although the curriculum is rigorous and demanding, you have support of your peers, the faculty, department staff, and your friends and families.

This handbook is to provide you with information regarding the Program in Physical Therapy at Saint Louis University including policies and procedures that establish a governance structure, principles of fairness, and due process in program functions. Should you have any questions regarding this document, do not hesitate to ask any faculty member for assistance.

Saint Louis University

**Information, Policies, and
Resources**

Saint Louis University Mission

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity.

The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

In support of its mission, the University:

- Encourages and supports innovative scholarship and effective teaching in all fields of the arts; the humanities; the natural, health and medical sciences; the social sciences; the law; business; aviation; and technology.
- Creates an academic environment that values and promotes free, active and original intellectual inquiry among its faculty and students.
- Fosters programs that link University resources to local, national and international communities in collaborative efforts to alleviate ignorance, poverty, injustice and hunger; extend compassionate care to the ill and needy; and maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community that facilitates their development as men and women for others.
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

Last Revised 2009; from SLU Website June 2019

Saint Louis University Oath of Inclusion

The Oath

We, as students, form a diverse and vibrant university community.

We do not enter into this community by proximity, but by virtue of a shared Jesuit vision — to pursue higher truths, obtain greater knowledge and strive for a better world. In this endeavor, we do not succeed by our individual ambitions, but by our discovery of each other.

We find higher truths when we seek to understand the complexity of our neighbors' identities, we obtain greater knowledge when we consider the perspectives of our fellow students and we begin to strive for a better world when we build a stronger community.

As a student and a member of the SLU community, I will live by this oath.

I will embrace people for the diversity of their identities, creating a community inclusive of race, ethnicity, sex, age, ability, faith, orientation, gender, class and ideology.

I will challenge my worldview through education inside and outside the classroom.

I will show that I am proud to be a Billiken by enriching the culture of our University.

I will foster a community that welcomes all by recognizing the inherent dignity of each person.

I will work for social justice in the Saint Louis community and beyond.

This is the SLU I believe in.

This is the community I am building.

This is our SLU.

from SLU Website June 2019

Hate Crime and Bias-Related Incidents

Saint Louis University is committed to creating an inclusive environment that respects the fundamental dignity of all human beings.

As part of this commitment, the University has developed the Hate Crime and Bias-Related Incident Protocol to provide a caring, effective, and uniform response to any member of the SLU community who reports a hate crime or bias-related incident, or who is the victim of a hate crime or bias-related incident.

Pursuant to federal law, a hate crime is a criminal act, where an individual willfully causes bodily injury to any person, or attempts to do so through the use of fire, a firearm, a dangerous weapon, or an explosive or incendiary device, because of the actual or perceived race, color, religion, national origin, gender, sexual orientation, gender identity, or disability of any person. 18 U.S.C. § 249.

Not all hateful behavior rises to the level of a crime. The protocol uses the term “bias-related incidents” to refer to any act or behavior that is a violation of the Code of Student Conduct and/or the Policy on Harassment and reasonably believed to be motivated by a consideration (real or perceived) of race, sex, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, pregnancy, or any other protected classification.

Reporting an Incident

If you have experienced or learned of a bias-related incident, contact the appropriate party. If the incident involves criminal activity, requires immediate emergency attention, or occurs after hours, contact DPS at 314-977-3000. If the incident occurs in a University-owned or operated residence hall or apartment, contact the Residence Hall Coordinator on duty. All incidents can be reported to the Dean of Students at 314-977-1572 or to the Office of Institutional Equity and Diversity at 314-977-3838.

from SLU Website July 2018

Title IX Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Updated 8/7/21

Saint Louis University Core Student Learning Outcomes



University Core Student Learning Outcomes

The *University Core Student Learning Outcomes* define the essential educational outcomes expected of all who earn baccalaureate degrees at SLU – regardless of major or college/school in which students are enrolled. These outcomes – and demonstrable evidence of student achievement of them – drive the faculty’s development and revision of the University Core Curriculum.

1. All SLU graduates will be able to examine their actions and vocations in dialogue with the Catholic, Jesuit tradition.

Catholic, Jesuit beliefs and traditions provide the intellectual and spiritual foundation for education at Saint Louis University.

The Core exposes students to Catholic, Jesuit and other worldviews and asks them to reflect on how these perspectives inform their character, sense of purpose, and vocations in order to imagine and assess the moral and spiritual implications of their actions and life choices.

2. All SLU graduates will be able to integrate knowledge from multiple disciplines to address complex questions.

A breadth of knowledge is the heart of a Catholic, Jesuit liberal arts education.

The Core fosters creative ability and an understanding of cultures, institutions, systems, and the natural world; it introduces students to a variety of disciplinary perspectives and asks them to synthesize that knowledge for systemic inquiry and innovation.

3. All SLU graduates will be able to assess evidence and draw reasoned conclusions.

Critical thinking—from the scientific method to the creative process, from systems thinking to complex abstractions—is a hallmark of a well-developed mind.

The Core fosters a student’s ability to gather source material and discern its reliability, analyze data via quantitative and qualitative methods, compare multiple interpretations of evidence, evaluate conflicting claims, and demonstrate evidence-based reasoning.

4. All SLU graduates will be able to communicate effectively in writing, speech, and visual media.

Eloquent communication connects people and advances ideas.

The Core compels students to analyze written, oral, auditory, and visual messages and their implications in order to communicate effectively with a clear understanding of audience, rhetorical purpose, argumentation, genre, and style.

5. All SLU graduates will be able to analyze how diverse identities influence their lives and the lives of others.

Interdependent identities—such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation—shape how people move through and experience the world.

The Core helps students assess how identities are constructed historically, culturally, socially, and linguistically. Students will be able to examine values and biases, empathize with others, and connect across cultures.

6. All SLU graduates will be able to recognize transnational or global interdependence.

Many persistent challenges—from climate change to health crises to the distribution of wealth and property—transcend national boundaries.

The Core gives students the intellectual tools to understand and participate in this interconnected world. Students will be able to identify the transnational impact of local actions in order to be engaged and responsible global citizens.

7. All SLU graduates will be able to evaluate the extent to which social systems influence equity and reflect innate human dignity.

The Catholic, Jesuit tradition calls on students to envision a just society, recognize how and when injustice is institutionalized, and identify conditions that promote the dignity and equity of all.

The Core enables students to consider how social, political, and cultural systems influence human interactions and well-being in the past, present, and future.

8. All SLU graduates will be able to collaborate with others toward a common goal.

Academic, professional, and community life requires acting together intentionally toward a shared objective.

The Core advances students' abilities to listen actively, cultivate an atmosphere of mutual respect, delegate work fairly, exercise servant leadership, manage conflict, and invite diverse ideas.

9. All SLU graduates will be able to apply and acquire knowledge through engagement beyond the University.

Acquiring and applying knowledge in context advances more holistic, mutually transformative education.

The Core requires students to partner with and learn from those in broader communities—from internships to immersion experiences, from clinical practice to community-based research. By acting with and for others, students experience and reflect on the benefits of community engagement.

Approved by University Undergraduate Core Committee (UUC): 2/27/18

Approved by the Faculty Governance Committees of All SLU UG Colleges and Schools: 4/25/18

Student Success Center Statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success is available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

Last reviewed: 8/2021

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact CADR. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Last Reviewed 08/2021

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

Updated 08/2021

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full university-level Academic Integrity Policy can be found on the

Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Last Reviewed 08/2021

Emergency Procedures

To ensure the safety of the Program in Physical Therapy's students, faculty and visitors, the Departments of Public Safety and Emergency Preparedness (DPSEP) and Risk Management have established a Saint Louis University Emergency Response Guide which can be accessed at <https://www.slu.edu/about/safety/campus-emergency.php>

A copy of the Saint Louis University Emergency Response Guide can be found in each of the classrooms/labs. This Guide outlines basic emergency procedures as well as telephone numbers/addresses for serious emergencies. The labs also contain first aid kits, stethoscopes, and blood pressure cuffs. In a medical emergency call 314--977--3000 or 911. For all emergencies on campus requiring Emergency Medical Services response, have someone meet responders at the door and direct them to the patient's location.

If a serious or life threatening injury or illness occurs while a student is in an off-campus educational experience, the student should follow the emergency procedures of the facility or if none are known or available, the student should activate EMS. Students are responsible for any costs of emergency care provided.

Emergency Procedure Guide



Medical Emergency

Report patient condition, locate AED if needed and provide care

CALL
977-3000
OR **911**



Gas Leak or Chemical Spill

Evacuate and wait for safety guidance from first responders

CALL **977-3000**



Biological or Radioactive Materials

Do not leave the immediate area

CALL **977-3000**



Fire

Activate fire pull stations, utilize a fire extinguisher if trained and evacuate the building

CALL **977-3000**



Violent Intruder

RUN and evacuate or BARRICADE and HIDE or prepare to FIGHT

CALL
977-3000
OR **911**



Severe Storms

Seek shelter in an interior room or hallway away from windows and report damage

CALL **977-3000**



Earthquake

DROP to the ground and take COVER under a sturdy table or other piece of furniture and HOLD ON until the shaking stops, then EVACUATE the building

CALL **977-3000**



Campus Safety

Report Crime, suspicious persons, or safety concerns

CALL **977-3000**

Specific building emergency procedures are available.

Contact your Building Emergency Response Coordinator for more information.

Department of Public Safety non-emergency line **977-2376**

Office of Environmental Health & Safety **977-8608**

Facilities Services **977-2955**

Information Technology Service Desk **977-4000**

**Edward and Margaret Doisy College of
Health Sciences**

**Information, Policies, and
Resources**

Doisy College of Health Sciences Vision Statement

Rooted in Jesuit ideals, the Doisy College of Health Sciences serves humanity through education, research and engagement.

Doisy College of Health Sciences Academic Grievance Policy

https://www.slu.edu/doisy/dchs_academic_grievance_policy.pdf

Statement of Policy

The Doisy College of Health Sciences (DCHS) seeks to ensure that all program policies and procedures are followed and that all students are treated equitably. It is not within the scope of the grievance process to determine if a student-associated academic decision, such as program dismissal, was fair or just, only if it was arrived at in the manner dictated by department policy.

An academic grievance is an appeal by a student that may occur any time a student believes that published department policies were not followed.

A student initiates this procedure by filing a detailed, written letter of academic grievance with the Dean of the DCHS *only* after DCHS Academic Department channels have been fully exhausted. The letter of academic grievance should be received by the DCHS Associate Dean for Student and Academic Affairs (ADSAA). In cases of academic program dismissal, procedures pertaining to the filing and hearing of an Academic Grievance will be included with the e-mail and certified letter notification of dismissal. These procedures may also be obtained by contacting the ADSAA in the DCHS Office of the Dean.

During the grievance process, until the final decision by the Dean is made, the student may attend classes and practice laboratory sessions, but for liability reasons may not attend clinical rotations. The process of appealing a dismissal may overlap with the start of a new semester, and therefore result in additional financial obligations for the students. DCHS will make every reasonable effort to resolve appeals as quickly as possible. However, any financial impact obligations in the interim are the sole responsibility of the student.

The grievance procedures are not legal proceedings.

Policy Terminology

The table below is a list of the terminology used in this document along with corresponding descriptions.

TERM/ ABBREVIATION	DESCRIPTION
ADSAA	Associate Dean for Student and Academic Affairs
AGC	Academic Grievance Committee

TERM/ ABBREVIATION	DESCRIPTION
Clinical Rotations	A general term that refers to students completing the “on-the-job” portion of their education, the specific title of which varies by discipline; also known as clinicals, fieldwork, internships, clinical experiences, clinical practicum/practica
DCHS	Doisy College of Health Sciences
Student Grievance	The packet of information prepared by the student that includes a letter and supporting documentation to the DCHS Dean

Academic Grievance Committee (AGC)

The Academic Grievance Committee (AGC) functions to facilitate the consideration of matters relating to student academic grievances.

A. Membership

Faculty

The AGC is composed of faculty members from the DCHS. Each academic department selects one faculty representative to serve on the AGC for a term of three years. However, in the event the academic department does not select a representative, the dean’s office will identify a faculty representative to serve on the committee. Committee member terms should be staggered so that there are no more than two new members per year. The AGC committee chair for each academic year is selected from the faculty member of the committee at its last meeting of the previous academic year who will be returning. It is recommended that the chair be a faculty member who has served on the committee at least one year.

DCHS Administration

The DCHS ADSAA serves as a member of the AGC.

B. Membership in the Event of a Student Grievance

In the event of a student grievance, the AGC committee membership is as follows:

Faculty

All faculty members of the AGC *except* the faculty member from the DCHS academic department associated with a student grievance review student grievances. If the associated DCHS academic department is that of the AGC chair, a temporary chair will be selected from the members to oversee the student grievance.

DCHS Administration

The DCHS Associate Dean for Student and Academic Affairs (ADSAA) is recused from participation in the AGC meetings/hearings associated with a student grievance. Administrative support from a member of the dean’s office staff will be provided.

Students

Two students from departments not affiliated with the student grievance will be selected to review the grievance.

C. Meetings

In the event that a student grievance is submitted, the AGC may hold meetings and hearings as appropriate to maintain the timeline to achieve an expeditious recommendation to the Dean.

D. Scope of Review

The AGC will consider only those appeals which provide documentation that: (a) the departmental policies were not adhered to; (b) the student was not counseled concerning their status with respect to the policies; (c) that no appeal at the academic department level was allowed; (d) or that other procedural infractions occurred. It is not within the scope of the committee to determine if the dismissal decision was fair or just, only if it was arrived at in the manner prescribed by policy.

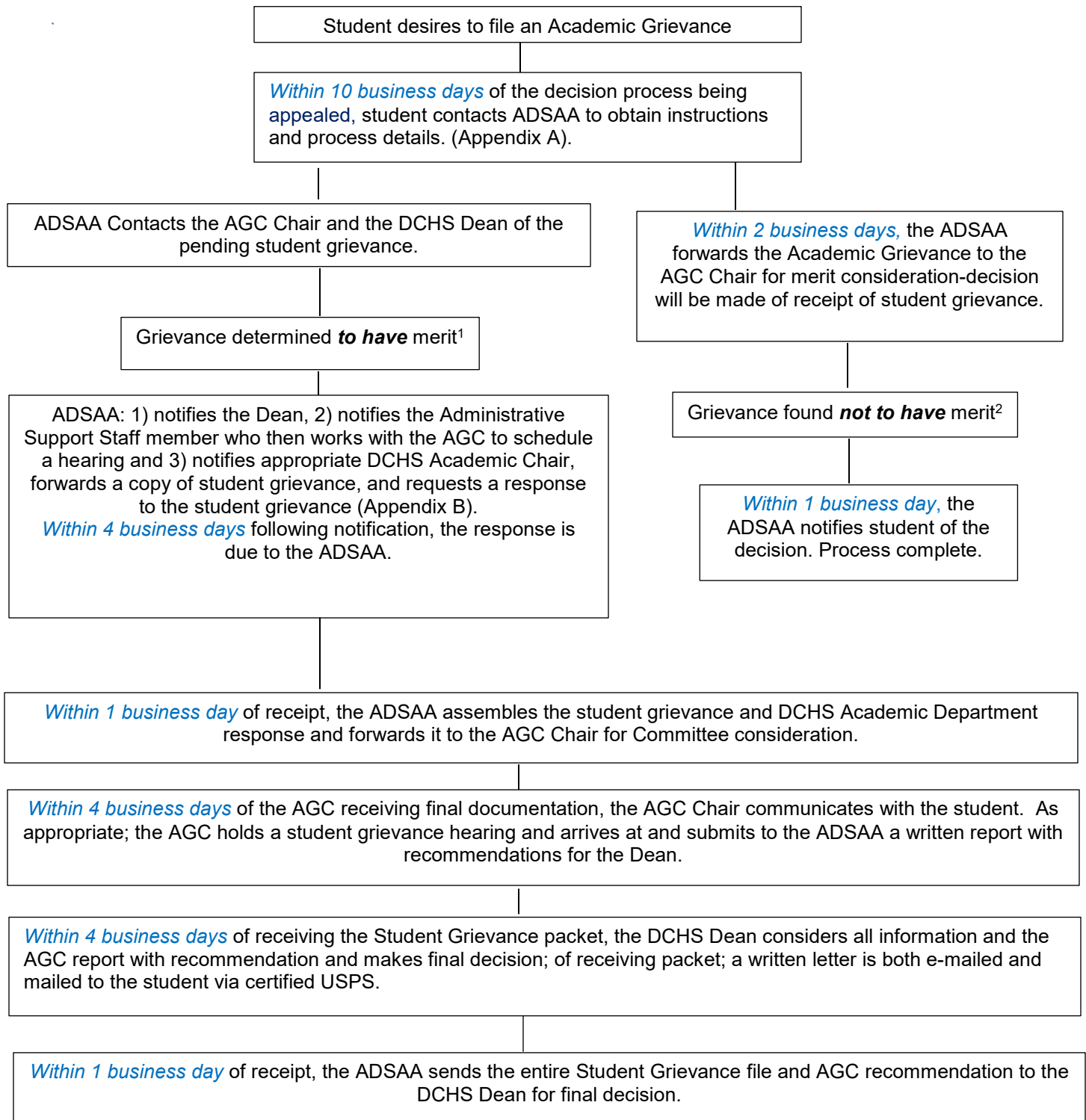
Process in the Event of a Student Grievance

1. Once a student decides to file an academic grievance, the student is referred to the ADSAA for an overview of the process and instructions for developing and submitting a student grievance, the components of which are detailed in Appendix A.
2. While the student is working on their grievance, the ADSAA contacts the chair of the AGC and the DCHS dean of the pending student grievance.
3. Once the student grievance is submitted to the ADSAA, the ADSAA forwards the information to the chair of the AGC and together the ADSSA and AGC chair make the determination as to whether or not the student grievance has merit.
4. If the student grievance is determined to have *no* merit, the ASDAA notifies the student and the process is concluded.
5. If the student grievance is determined to have merit, the chair of the AGC:
 - a. Notifies the administrative support staff member who then works with the AGC members to schedule a student grievance hearing.
6. If the student grievance is determined to have merit, the ADSAA:
 - a. Notifies the Dean
 - b. Notifies the corresponding DCHS academic department chairman of the pending student grievance. A copy of all documents submitted by the student is given to the chair and a request for a written DCHS academic department response is made and submitted to the ADSAA, the details of which are located in Appendix B.
7. Once the DCHS academic department response is received by the ADSAA, the ADSAA assembles all student and academic department documents and submits the entire packet to the chair of the AGC for committee distribution and consideration.
8. The chair of the AGC communicates with the student as appropriate leading up to the student grievance hearing.

9. The AGC holds a student grievance hearing followed by deliberation and arriving at a recommendation for the DCHS dean. A written report is generated with the recommendation for the dean and submitted to the ADSAA.
10. The ADSAA gives the DCHS dean the AGC report for consideration
11. The DCHS dean makes a final decision.
12. The DCHS dean communicates the final decision to the student via e-mail and certified letter sent through the United States Post Office.

Approved 10/2015

Student Grievance Process with Time Line



¹The entire process is set-up to take place in *no more than 15 business days*.

²The entire process is set-up to take place in *no more than 3 business days*.

Program in Physical Therapy

Information, Policies, and Resources

Program in Physical Therapy Vision and Mission

VISION

The Saint Louis University Program in Physical Therapy will lead the profession, serve humanity and optimize movement through transformative research, education, and clinical practice.

Revised 01/2020

MISSION

In the Jesuit traditions of the pursuit of truth, development of the whole person, and commitment to service and justice, our transformative community of faculty, staff, and students provide reflective, person-centered care and education that is interprofessional and evidenced-based. Through scholarly and clinical endeavors, we add knowledge and insight to education and health care focused on optimizing movement.

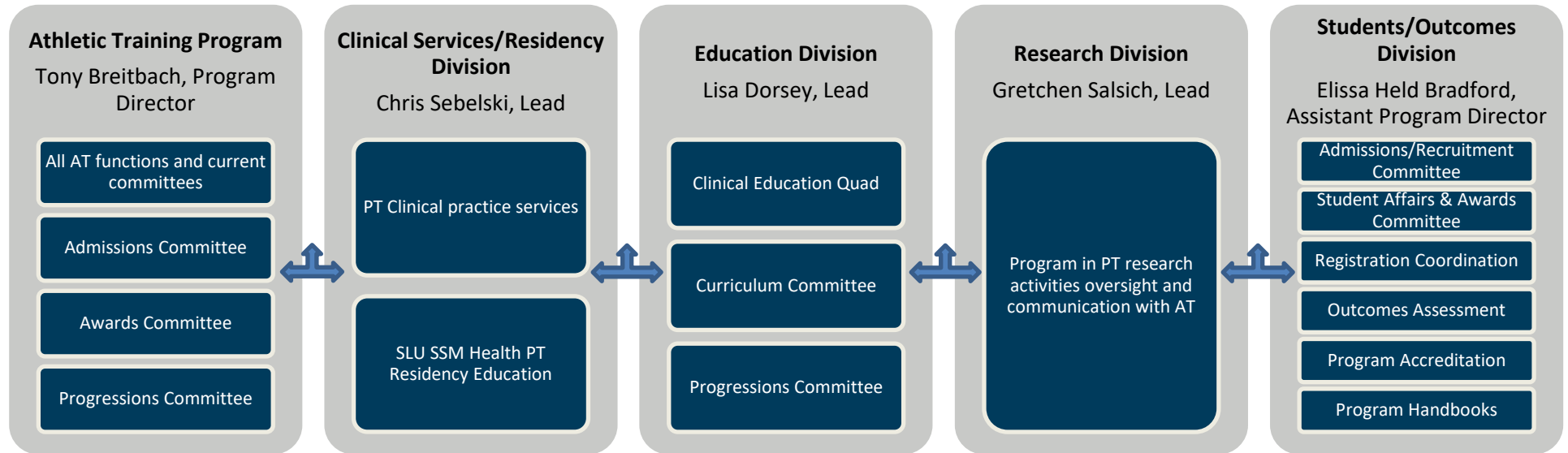
Revised 01/2020

Department of Physical Therapy and Athletic Training Organization

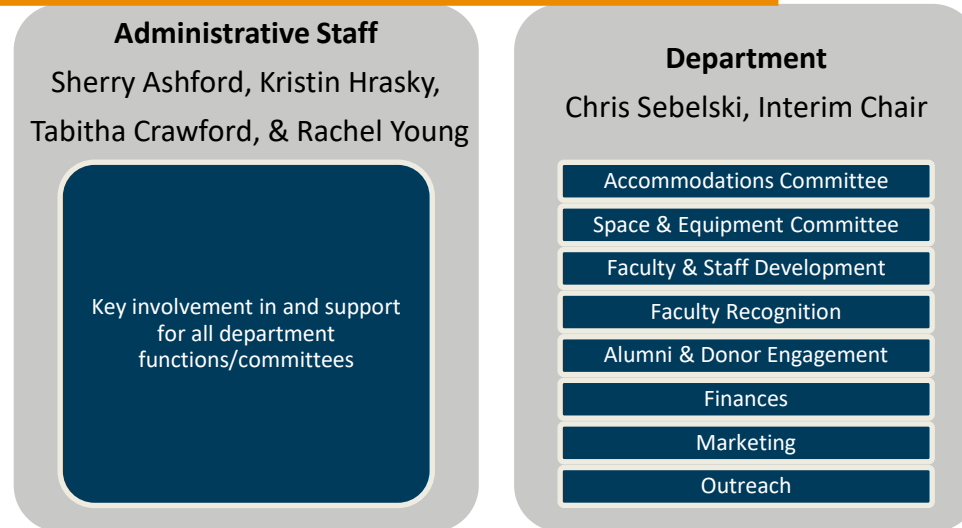
Interim Chair, Chris Sebelski, PhD, PT

Athletic Training Program

Program in Physical Therapy



Department Wide



Faculty Responsibilities

Faculty members at Saint Louis University are expected to be involved in teaching, student mentoring, scholarship, and service. Teaching is a major function of the faculty, and this encompasses course organization, selection of assignments and preparation for class, assessment activities including testing, timely notification of student progress, and assistance for individual students. In addition to individual course preparation, the faculty participates in overall curriculum evaluation and revision according to changes and trends in physical therapy and health care.

Each faculty member is responsible for student mentoring to assist in the professional development of students, research and scholarly endeavors which contribute to the body of knowledge of physical therapy, and service activities that contribute to the efficient operation of the department, college, university, and profession. Many faculty members also stay active in providing clinical services. Faculty members are committed to student development and are available to students for assistance and mentoring. Students are requested to respect faculty schedules and request appointments with faculty when needed.

Last Revised 06/2019

Faculty Office Hours

The office hours of each faculty member vary. Please check in the physical therapy reception area or contact the individual faculty member for exact office hours. Faculty members may be contacted by email (preferred), by phone (314-977-8505), or by fax (314-977-8513).

Last Reviewed 08/2021

PT Office Hours

The PT office is open Monday – Friday, 8:00 AM – 5:00 PM during the fall and spring semesters. Summer hours vary. The office is closed when the University is closed.

Last Reviewed 08/2021

Department Administrative Staff Responsibilities

The department administrative staff serves the general operation of the department and assist faculty in preparation of course materials, correspondence, making appointments, and taking messages. Through the department administrative staff, students may make appointments with faculty members, leave messages for faculty, or when appropriate, turn in assignments or required forms/paperwork. Department administrative staff persons are not to be contacted by students for assistance with personal tasks.

Last Revised 08/2021

Class Representatives

Each academic year, each class shall elect two persons to serve as class representatives. Students will be provided with a description of the class representative responsibilities. A faculty representative meeting with the class will ask for nominations (self-nominations are allowed). Election will be by majority vote of the class members. Elections will be held each academic year, but there is a no term limit for a class representative.

Objectives of the Class Representative Program

1. Enhance the teaching and learning environment in the program.
2. Provide students with a mechanism for communicating their opinions on matters associated with the program, including teaching, curriculum, and support services.
3. Provide faculty, department administrative staff, and students with a communication venue.
4. Provide the program with a mechanism by which there can be formal consultation with students over proposed programmatic changes or accreditation issues.
5. Contribute to the development of a sense of community among the faculty, department staff, and students.

The Class Representatives shall

1. Act as liaisons between the Physical Therapy Student Council and the Program in Physical Therapy. At least one of the class representatives is expected to attend at least one Physical Therapy Student Council meeting per month.
2. Serve as liaisons between the students in each respective class and the program faculty. The class representatives meet with the department chairperson, assistant program director, assistant director, and director of clinical education.
3. Solicit student feedback on ways to facilitate/enhance communication between students and faculty, and report findings to the assistant program director.
4. Solicit student feedback on curricular or other program issues and communicate to the assistant program director for dissemination to the faculty.
5. Act as a liaison between the class and faculty course coordinators. Requests to change exam or class times are not allowed.
6. Provide feedback to class members on matters arising from class representative meetings.
7. Inform students of and encourage participation in SLU Program in Physical Therapy events.
8. Assist class members, when necessary, in bringing issues to the faculty related to the Program in Physical Therapy.
9. Assist faculty, when necessary, in bringing issues to students related to the Program in Physical Therapy.

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

Last Reviewed 6/2020

Program Accreditation

The Program in Physical Therapy at Saint Louis University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org. If needing to contact the program/institution directly, please call 314-977-8505 or email sluptat@health.slu.edu.

The Saint Louis University Program in Physical Therapy has had continuous uninterrupted full accreditation since 1936.

CAPTE is listed as a nationally recognized accrediting agency by the US Department of Education and the Council for Higher Education Accreditation (CHEA). Once awarded accreditation status, a program must submit reports regularly to the Commission ensuring continuing compliance with the evaluative criteria and is formally reviewed up to every ten years.

Reviewed 06/2020

CAPTE Formal Complaint Process

The only mechanism through which CAPTE can act on a concern is through a formal complaint process. The formal complaint process can be accessed through the CAPTE web site (www.capteonline.org).

Reviewed 06/2020

Program Complaint Policy

This policy for addressing program complaints excludes complaints for which there is an established university, college, or program policy or procedure, such as grade appeals, academic dismissal appeals, or allegations of harassment based on sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other characteristics protected by law. These matters are covered in the Physical Therapy Student Handbook, the University Student Conduct Policies, or through the Office of Diversity and Affirmative Action.

An individual who has a concern/complaint following an experience/encounter with any student, faculty, or department staff member is welcome to communicate their complaint. The program prohibits retaliation following a compliant submission. Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally or formally. The experience/encounter must have occurred within three (3) years of the date the complaint is filed.

If the complainant chooses, the complaint can be communicated informally by contacting the party(s) involved (e.g. course coordinator, faculty member, program director, director of clinical

education, student) to discuss the issue. In this case, there is no documentation of the complaint.

If the complainant prefers, a formal written complaint can be filed with the department chair. Such a complaint must be communicated in writing and be signed. The complaint should state with specificity the facts giving rise to the complaint, the names of persons who have knowledge of the events surrounding the complaint, and the relief sought. It should be signed by the person filing the complaint. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The department chair will maintain a file of all written program complaints for a period of five (5) years.

Complaints should be addressed to:
Saint Louis University
Program in Physical Therapy
3437 Caroline Mall
Saint Louis, MO 63128
ATTN: Program Director

The department chair will address the issue with the involved party within 10 working days of receipt of the letter and will seek resolution of the issue. The resolution action will be communicated to all parties in writing.

Should the complainant not be satisfied with the resolution of the issue at the program level, the complaint can be made to the dean of the Doisy College of Health Sciences. As appropriate, the program director or chair will forward a written summary of the situation to date.

The written complaint shall be filed with the dean within ten (10) working days of receipt of the complaint resolution letter from the program director or chair. Upon receipt of the complaint, the dean shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the dean's action shall be filed with the complaint letter in the program complaint file.

Reviewed 06/2020

Program Statistical Data

Public program specific data including matriculation rates, graduation rates, licensure exam pass rates, and employment rates are available on the Program in Physical Therapy website.

Reviewed 06/2020

Program Costs

Information regarding tuition, fees and refunds is available through the Office of Student Financial Services. Students in the Program in Physical Therapy pay the 12-18 credit hour tuition rate for fall and spring semesters of each academic year. Summer sessions and any semester in which students are registered below a total number of 12 credit hours are billed on a per credit hour basis. Students are advised to check the SLU Student Financial Services website for listing of current tuition and fees.

Additional required costs of the program include course fees, textbooks, and membership in the American Physical Therapy Association (APTA) during the professional phase. Students are responsible for room and board arrangements while at the University.

Completion of the clinical education component will incur costs including travel outside of the Saint Louis area, room and board, criminal background checks, drug screens, CPR/First Aid certification, and health screens including immunization and titers.

A breakdown of tuition costs, room and board costs, and course fees are available at the Office of Student Financial Services website.

Reviewed 06/2020

Faculty and Staff Directory

NAME **Email@health.slu.edu**

Core Faculty

Tricia Austin, PT, PhD, ATC	tricia.austin
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Barb Yemm, PT, DPT, OCS	barb.yemm

Clinical Staff

Pam Abbott, PT, OCS	pam.abbott
Karen Vespa, PT, OCS	karen.vespa

Department Administrative Office Staff

Sherry Ashford	sherry.ashford
Kristin Hrasky	kristin.hrasky
Rachel Young, Clinical Education Program Coordinator	rachel.young
Tabitha Crawford	tabitha.crawford

General Information

Program in Physical Therapy Phone 314.977.8505; Fax: 314.977.8513

Email: sluptat@health.slu.edu ; Twitter: https://twitter.com/SLU_PT; Instagram: slupt;

Blog: <http://www.sluphysicaltherapy.net/> ;

FB: Saint Louis University Program in Physical Therapy

Technical Standards & Course Accommodations

Technical Standards

The Saint Louis University Program in Physical Therapy seeks to admit and retain students who have the ability and motivation to become competent physical therapists. The program, as a unit within Saint Louis University, is committed to promote justice and equality in educational opportunities, and, as such, does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other characteristics protected by law.

In addition to the academic standards necessary for admission to and retention in the physical therapist education program, a number of technical standards are required to successfully complete the program. The technical standards set forth in this document establish the essential program requirements necessary for students to acquire the knowledge, skills, and values to function as an entry-level physical therapist.

Saint Louis University has systems in place to assist any student who has a documented physical, psychological, or cognitive disability. A student who believes they may not be able to perform one or more of the listed essential program requirements should discuss the issue with personnel in the Office of Disability Services (314-977-3484). When requested, the University will provide reasonable accommodations for any otherwise qualified candidate. Early self-disclosure of the disability by the student is encouraged to assure the safety of the student and patients and to enhance the likelihood of the student's successful completion of the program.

All students must demonstrate mastery of the technical standards to complete the Doctor of Physical Therapy education program at Saint Louis University. Students with a documented physical, psychological, or cognitive disability may demonstrate mastery with reasonable accommodations approved by Disability Services. In the event a student is not able or becomes unable to demonstrate mastery of the technical standards (even with approved reasonable accommodations), the student may not successfully complete coursework and may not be able to remain in the program.

Students in the Program in Physical Therapy must demonstrate, with or without reasonable accommodations:

Ability to move sufficiently to provide safe and effective physical therapy. This includes, but is not limited to:

- moving from classroom to classroom and around healthcare facilities which may include maneuvering in small spaces
- administering CPR/AED procedures
- moving patients from one location or surface to another; guarding/assisting a patient walking; lifting, carrying, pulling, or pushing an adult sized patient or medical equipment
- using rehabilitation equipment

- applying physical resistance to a patient
- utilizing a computer keyboard, grasping objects or applying forces through hands or fingers,
- maintaining postures (e.g., sitting, standing) for extended periods of time

Ability to monitor and assess medical status, posture, and movement. This includes, but is not limited to:

- monitoring pulse, blood pressure, and respiratory rate
- monitoring alarms, emergency signals, and cries for help
- monitoring input/output devices on equipment
- perceiving differences in anatomy and movement
- observing patient posture (static and dynamic) and patient responses to tests and measures or treatments

Ability to perform physical therapy tests and measures. This includes, but is not limited to:

- movement analysis
- using examination instruments (goniometers, reflex hammers, rulers, etc.)
- discriminating temperature differences and/or anatomical tissue differences (e.g. bone vs. muscle)

Ability to question, think logically, and solve problems, and to understand the limits of knowledge in the field. This includes, but is not limited to:

- attending to, processing, and understanding information presented in written, verbal, and visual formats
- synthesizing large amounts of material
- making appropriate and timely patient care decisions
- reading and applying published evidence to clinical practice

Ability to interact effectively with a diversity of people in a culturally competent and socially appropriate manner. This includes, but is not limited to:

- interacting with peers, faculty, and clinical instructors in the classroom, lab, and clinic
- interacting with patients, families, and other individuals in the healthcare arena

Ability to communicate effectively with other persons (e.g. speaking, body language, reading, writing, and listening). This includes, but is not limited to:

- communicating with peers, faculty, and clinical instructors in the classroom, lab, and clinic
- communicating with patients, families, and other healthcare practitioners

Ability to fulfill commitments, be accountable for actions and outcomes, exhibit appropriate professional conduct, and represent the profession. This includes, but is not limited to practicing safely, ethically, and legally.

Ability to function effectively in classroom and clinic environment. This includes, but is not limited to:

- practicing in a distracting (noise, movement) environment with frequent interruptions
- tolerating exposure to substances (e.g. cleaning solutions, latex, adhesives, formalin) and pathologies (e.g., MRSA) common to health care settings

Following their acceptance into the Program in Physical Therapy, students are required to verify that they understand and meet these technical standards without accommodations or that they believe that, with reasonable accommodations, they can meet the standards. This is accomplished using the Technical Standards Student Acknowledgement Statement.

For students who believe that they can meet these standards with reasonable accommodations, Disability Services will validate their need for accommodations and will work with the Program in Physical Therapy faculty to determine if reasonable accommodations can be made. Reasonable accommodations are those that do not fundamentally alter the nature of the educational program, jeopardize clinician/patient safety, or do not impose an undue hardship on the program or student.

Technical Standards Student Acknowledgement

Each year, students are asked to acknowledge the Technical Standards. The acknowledge is formatted as follows:

- I understand that I must demonstrate mastery of the technical standards either without or with approved reasonable accommodations to complete the Doctor of Physical Therapy education program at Saint Louis University.
- I understand the Technical Standards are available to view on the Internet.
- I understand that if I have a documented disability and require an accommodation to meet the essential program requirements, I will provide necessary documentation of the disability to the Saint Louis University Office of Disability Services (20 North Grand Blvd, Suite 331, St. Louis, MO 63103, (314) 977-8885) and request appropriate reasonable accommodations. The decision regarding the reasonableness of the accommodation will be made by the Disability Services office in consultation with the faculty of the Program in Physical Therapy.
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Last Reviewed 08/2021

Program Curriculum

Curriculum Plan

Faculty developed a curriculum plan that provides structure for the sequence and integration of basic and advanced courses in the classroom and clinic. The curriculum plan is built on the mission, vision and philosophy of the Program in Physical Therapy and reflects expected student outcomes. Ongoing evaluation of the curriculum is an essential part of the curriculum plan.

Reviewed 08/2021

BS in Exercise Science Student Outcomes

The student will:

1. Demonstrate commitment to life-long learning and professional development
2. Demonstrate value of interprofessional patient/client-centered practice in health and wellness through collaborative service to the community
3. Apply knowledge and skills to assess a person's fitness status and risk factors
4. Demonstrate the ability to develop, implement, and evaluate exercise programs with consideration of personal factors including disease/disability.
5. Describe the importance of, and advocate for, positive lifestyle behaviors

Reviewed 08/2021

DPT Student Outcomes

At the point of graduation and beyond, the student will:

1. Apply the five elements (examination, evaluation, diagnosis, prognosis, intervention) of the patient/client management model¹ to achieve desired patient outcomes in a safe and efficient manner.
 - a. Demonstrate, when called upon, the knowledge and skills to practice in a direct access environment².
 - b. Collaborate inter-professionally.
 - c. Demonstrate appropriate delegation and supervision.
 - d. Use principles of evidence-based practice.
2. Provide patient centered care³.
 - a. Demonstrate cultural competence⁴.
 - b. Communicate in a competent and professional manner⁵.
3. Demonstrate non-patient management skills
 - a. Demonstrate knowledge of mechanisms for financial reimbursement.
 - b. Use biomedical informatics.
 - c. Participate in quality assurance⁶.

4. Integrate the principles of movement science throughout the lifespan⁷.
 - a. Demonstrate knowledge and application of the principles of movement science, including motor development, motor learning, motor control, biomechanics, kinesiology, and pathokinesiology using the patient/client management model across all clinical settings.
 - b. Apply principles of movement science to optimize the performance of functional tasks and participation in life situations.
5. Demonstrate professional responsibility.
 - a. Act in accordance with federal, state and local laws, Standards of Practice, and the Code of Ethics of the American Physical Therapy Association.
 - b. Implement a self-directed plan for professional development and life-long learning.
 - c. Identify the value and role of the American Physical Therapy Association in addressing the healthcare needs of society, advancing the profession, and enhancing the graduate's professional practice.
 - d. Serve others by promoting social justice and advocating for patients/clients and the health of society.

Glossary

¹Patient/client management model:

1. Obtain a complete patient history, through patient interviewing, the medical record, and other sources.
2. Perform an appropriate systems review.
3. Perform tests and measures using best-evidence and clinical judgment.
4. Perform the process of evaluation; make clinical judgments based on all the data gathered in the examination.
5. Identify appropriate physical therapy services and refer to another practitioner when appropriate.
6. Determine the prognosis and establishes the plan of care within available resources that is safe and effective, including goals, outcomes, and interventions.
7. Deliver and manage the plan of care.
8. Re-examine and adjust the plan of care, as necessary.
9. Engage in assessment of global outcomes of physical therapy services for each episode of care.

²Direct access provider:

1. Successfully determine whether the preponderance of evidence suggests the possibility of a previously unidentified medical condition (a positive medical screen).
2. Decide if the patient requires referral to other appropriate medical professions.
3. Decide the appropriate time span and method for referral to other medical professionals (e.g. immediate cessation of P.T. and emergency room visit vs. the continuation of P.T. with a phone or written consultation.).
4. Screen for medical disorders, including referred muscle pain, when given a patient's regional complaint.

³Patient centered care:

1. Include patient's goals in plan of care.
2. Consider patient's values and beliefs in plan of care.
3. Utilize the concepts of the Biopsychosocial Model of Health in plan of care.
4. Collaborate inter-professionally.

⁴Cultural competence:

1. Demonstrate sensitivity and responsiveness to cultural differences.
2. Respond appropriately to a person's unique cultural differences, including race and ethnicity, national origin, religion, age, gender, sexual orientation, or physical disability.
3. Adapt skills to fit a family's values and customs.

⁵Communicate in a competent manner:

1. Organize thoughts and presentation
2. Present information concisely and with respect
3. Simplify language and concepts
4. Watch for and recognize impact of non-verbal communication
5. Highlight important message
6. Make instructions relevant
7. Use visual aides to supplement verbal message
8. Listen attentively

⁶Quality Assurance:

1. Risk management: reduces risks and provides safe environment
2. Measures quality of outcomes.

⁷Movement Science throughout the Lifespan: The theme of movement science throughout the lifespan is an integral thread implemented across all of the musculoskeletal, neurologic, cardiovascular/pulmonary, and medical/surgical conditions courses in the curriculum during the professional components of the curriculum. An understanding of movement is crucial to examining, evaluating, choosing interventions, and assessing outcomes for patients with the aforementioned diseases or disorders who have movement impairments due to pathokinesiology and/or faults in motor control.

Last reviewed 07/2019

DPT Curricular Themes

Clinical Reasoning: Clinical reasoning is a foundational skill for the physical therapist who makes decisions concerning patient/client management, including examination, evaluation, diagnosis, prognosis, and intervention. Physical therapists utilize hypothetico-deductive, forward, narrative, dialectical and conditional models of reasoning. Physical therapists apply patient management reasoning strategies which involve diagnostic, predictive, procedural, ethical, and collaborative reasoning. (See glossary for definitions)

Development of the Practitioner: Physical therapists have a responsibility to pursue lifelong learning and act as change agents to advance the profession of physical therapy. Professional socialization is an important component of the educational experience both inside and outside the classroom. Professional socialization experiences include, but are not limited to, student mentoring by faculty, clinical education advising meetings, and adhering to professional behavior expectations in the classroom, laboratory, and clinic. An anticipated outcome of the development of the practitioner is participation in and service to professional associations.

Evidence-based Practice: Physical therapists base clinical decisions on the best available evidence, clinical experience, and patients' values and circumstances. The physical therapist formulates an answerable question, efficiently searches the literature, evaluates the findings, and integrates the findings into patient care. Physical therapists are active consumers of research and can be active researchers generating new knowledge to advance the profession.

Movement Science Expertise: Physical therapists are experts in movement science, the observation, description, experimental investigation, and theoretical explanation of human movement-related dysfunction. Movement science requires an understanding of normal movement and is based on the analysis and integration of information from human anatomy, kinesiology, motor control, motor learning, and motor development throughout the lifespan. Physical therapists prescribe exercise based on movement analysis and identification and prioritization of impairments of structure and function.

Patient-centered Care: Patient-centered care is foundational to physical therapist practice and guides clinical decision-making. Patient-centered care subsumes issues of advocacy, ethical and legal practice, and interprofessional collaboration. Patient-centered care is dependent on effective communication with consideration of patient diversity, beliefs and values. To improve the quality of care and overall population health, patient-centered care focuses on maximizing patient access and patient safety, as well as controlling costs. Service to persons who are disadvantaged or marginalized is a component of patient-centered care grounded in the mission and vision of the Program in Physical Therapy.

Reviewed 08/2021

Glossary

Clinical Reasoning Models

- Hypothetico-deductive reasoning (backward reasoning): From patient cues, hypotheses are generated, data is collected, and hypotheses are accepted, revised, or rejected.
- Forward reasoning (pattern recognition): features of a pattern are recognized and lead to a generalization. This includes "if-then" reasoning and use of "illness-scripts."
- Narrative reasoning: understanding a person's perspective based on their life story – beliefs, emotions, culture, experience, sense of self.
- Conditional reasoning: reasoning we perform on our own thinking processes; reflection on the clinical encounter with the patient or client and critiquing one's reasoning process.

Patient Management Reasoning Strategies

- Diagnostic reasoning: Leads to a diagnosis (label) to facilitate management decisions
 - Appropriateness for physical therapy?
 - Relationships between impairments and limitations in activities and participation?
 - Pathobiological mechanisms (tissue and pain mechanisms)?
- Predictive reasoning: What is the anticipated prognosis and outcome of care?
- Procedural reasoning: What interventions will be employed?
- Ethical reasoning: What are the ethical dilemmas in the case and how will they be addressed?
- Collaborative reasoning: How is the practitioner-patient relationship established and managed? How is collaboration in decision making nurtured?

DPT Curriculum Policies

Policy: The Program in Physical Therapy at Saint Louis University has designed a Doctor of Physical Therapy (DPT) curriculum with defined courses organized in an intentional sequence to prepare students to be competent physical therapists. Students will follow the DPT Curriculum Outline with the understanding that some courses may be exchanged from one semester to another, primarily during the pre-professional phase and less frequently during the professional phase of the curriculum. *See Procedure Section-Appendix A.*

Policy Section:

1. General

- 1.1 Course requirements may be met by one or more of the following means:
 - 1.1.1. Taking the course at SLU.
 - 1.1.2. Proof of required score on a placement test in math and/or foreign language. Advanced Placement, International Baccalaureate (IB) and CLEP credit is awarded per University policy (Office of Registrar).
 - 1.1.3. Taking a dual-credit college course in high school (e.g., SLU 1-8-1-8). Credit is articulated per University policy (Office of Registrar).
 - 1.1.4. Taking summer courses to meet undergraduate requirements at another college or university. *It is important that students review restrictions listed in Section 4.2 and follow established University protocols as communicated by their academic advisor.*
- 1.2. Students are required to complete DPT Pre-professional core curriculum. *See Procedure Section-Appendix B.* Transfer students see Section 6.
- 1.3. Students will select from humanities, math, and science course options located in *Procedure Section-Appendix C.*
- 1.4. Students will follow registration procedures found in the Program in Physical Therapy Student Handbook.
- 1.5. Students must adhere to program's Academic Eligibility Policy and Procedures to progress through the program.
- 1.6. Students are required to complete a concentration in Interprofessional Education (IPE). *See Procedure Section-Appendix D.*
- 1.7. All credit hours for the professional phase of the DPT curriculum must be taken at Saint Louis University except as outlined in Sections 6.1.3 and 6.2.3. *See Procedure Section-Appendix E.*
- 1.8. All professional phase courses must be taken after the student has begun the professional phase of the program.
- 1.9. Students following the Pre-Med curriculum option must declare intention to continue in the Program in Physical Therapy or to transfer to another major to continue as a pre-med student by end of spring of sophomore year to the department administrative staff member.

2. Course Grading Policy

- 2.1. Satisfactory/Unsatisfactory (S/U) grades from any department within or outside the University are not acceptable to fulfill the requirements of the BSES and DPT curricula with the exception of the clinical education and DPT elective

- courses. Students who are studying abroad are not allowed to take courses that are Pass/No Pass (P/NP) or Satisfactory/Unsatisfactory (S/U) grades.
- 2.2. All DPT courses are graded using the Program in Physical Therapy's grading scale (*Procedure Section-Appendix F*) except the clinical education and DPT elective courses, which are graded on a Satisfactory/Unsatisfactory (S/U) basis. Criteria for course grade assignment are provided in individual course syllabi. Exceptions to this policy may be approved at the discretion of the curriculum committee.
 - 2.3. It is the course coordinator's prerogative to establish the weighting of course topics and assignments, exams, clinical competencies, lab practicals, or other course requirements in the assignment of grades. Specific criteria for course grade assignment must be clearly stipulated in individual course syllabi.
 - 2.4. A course grade (A-F scale for all courses other than clinical education and DPT elective courses) must be assigned for all students in a course each semester by the University due date. To receive additional time to complete a course, a student must submit a Petition for Course Completion Extension and receive approval by the instructor (available from the Office of the University Registrar website).
 - 2.5. When an Incomplete (I) grade is assigned, the course coordinator is responsible for submitting a change of grade within the allowable time period as set by University policy.
 - 2.5.1. The student is responsible for meeting the necessary course requirements within the allotted time allowed & confirming with the course coordinator that the course requirements have been met. The student should also confirm that the grade has been changed on the transcript.
 - 2.5.2. Incomplete coursework prior to Skills Practicum or Clinical Experiences IA, IB, IIA or IIB may result in a delay in that clinical experience.
 - 2.5.3. The student will not start Clinical Experience III and/or IV until all prerequisite work is completed and all Incomplete grades are resolved.
3. Minors or special programs:
 - 3.1. Students earning the BS in Exercise Science degree are required to earn a minor or complete a special program.
 - 3.2. Minor:
 - 3.2.1. Minors are listed in the University undergraduate catalog online.
 - 3.2.2. Courses taken for a minor must also be approved by the student's assigned faculty mentor from the department awarding the minor.
 - 3.3. Special Program: A special program offered at the University is at least 15 hours of credit (i.e., ROTC) or 4-5 classes in a given area. (i.e., the Pre-med curriculum outline has sufficient credit hours in chemistry (16) to qualify as a special program.)
 4. Transfer Credits/Waived Courses
 - 4.1. Waived courses:
 - 4.1.1. Waived hours are not counted toward the degree.
 - 4.1.2. Waived hours are recorded on the degree evaluation but they do not show on the transcript.
 - 4.1.3. Waived courses in the pre-professional phase of the curriculum:

- 4.1.3.1. A student may waive a maximum of 12 credit hours.
 - 4.1.3.2. Waivers are restricted to math and foreign language courses. See *Procedure Section-Appendix C*.
 - 4.1.4. Waived courses in the professional phase of the curriculum:
 - 4.1.4.1. Students in the professional phase of the DPT program must take all courses in the professional phase of the curriculum (semesters 7-14) at Saint Louis University. Exceptions are described in Sections 6.1.3 and 6.2.3. See *Procedure Section-Appendix E*.
 - 4.1.4.2. A maximum number of six hours may be waived from the professional phase of the curriculum.
- 4.2. Transfer credits: Transfer credits will be considered using the following guidelines:
 - 4.2.1. The prerequisite undergraduate course for a required course may be accepted as an elective course.
 - 4.2.2. For students who enter as freshmen, DPT3230 Exercise Physiology and all professional phase courses must be taken at Saint Louis University.
 - 4.2.3. Science classes older than five years are generally not accepted as transfer credit by the Program in Physical Therapy but may be accepted in rare cases at the discretion of the curriculum committee.
 - 4.2.4. Non-science classes older than 10 years are generally not accepted as transfer credit but may be accepted in rare cases at the discretion of the curriculum committee.
 - 4.2.5. Enrolled students wishing to take courses in the pre-professional phase of the curriculum at another institution must have the courses pre-approved and take the courses at an accredited college or university. Pre-approval of these courses follow University policies and is administered by the student's academic advisor.
 - 4.2.6. The University will accept no letter grade below a "C" for transfer credit. C- is not acceptable.
 - 4.2.7. Courses taken at another institution are included in the total number of course hours but are not considered in the calculation of SLU GPA.
 - 4.2.8. Students taking a leave of absence from Saint Louis University are not allowed to take courses at another college or university during the time of the leave of absence. The summer is not included in the leave of absence time. See *Leave of Absence policy*.
- 5. Physical Therapy Electives
 - 5.1. Physical Therapy electives (seminars and independent study) are offered depending on the availability and agreement of faculty members.
 - 5.2. Students must have a post-baccalaureate cumulative GPA of 3.0 or greater to be eligible to take physical therapy electives.
 - 5.2.1. Seminar (1-3 credit hours):
 - 5.2.1.1. The majority of the time focuses on discussion and/or lab rather than the lecture format and the students are expected to participate in class meetings.
 - 5.2.1.2. The instructor establishes the goals or the instructor with input from the students establishes the goals.
 - 5.2.1.3. The learning experiences may include clinic visits.

- 5.2.1.4. The seminar course coordinator has the discretion to set the seminar class size and the maximum number of students may vary depending on the seminar topic.
- 5.2.2. Independent Study (1-3 credit hours):
 - 5.2.2.1. The goals are determined by the student with guidance from the instructor.
 - 5.2.2.2. A contract is developed between the student and faculty member concerning the specific activities and methods of evaluation.
 - 5.2.2.3. Typically, one student participates but there may be additional students.
- 6. Policies specific to transfer students:
 - 6.1 Inter-University Transfer Students transferring with a bachelor's degree:
 - 6.1.1. Prerequisite Courses:
 - 6.1.1.1. Ethics
 - 6.1.1.2. General Biology I and II with a lab **or** Animal Biology with a lab
 - 6.1.1.3. Chemistry I and II with a lab
 - 6.1.1.4. Human Anatomy and Human Physiology (2 courses) **or**
 - 6.1.1.4.1. A full year of combined anatomy and physiology courses (Anatomy and Physiology I and Anatomy and Physiology II) from an accredited college or university will be accepted in place of separate anatomy and physiology courses.
 - 6.1.1.4.2. Acceptance of a single 4 credit hour combined anatomy and physiology course may be accepted at the discretion of the curriculum committee. In order for the course to be acceptable, all body systems must be covered. A course syllabus/schedule must be submitted.
 - 6.1.1.4.3. Comparative Vertebrate Anatomy and Physiology may be accepted in place of Human Anatomy &/or Physiology.
 - 6.1.1.5. General Psychology
 - 6.1.1.6. Abnormal Psychology
 - 6.1.1.7. Physics I and II, each with a lab
 - 6.1.1.8. Statistics
 - 6.1.1.9. Exercise Physiology
 - 6.1.2. Students will be required to follow the curriculum outline for students entering with a BS degree. *See Procedure Section-Appendix A.*
 - 6.1.3. A student who transfers into the DPT program may petition to waive a course from the professional phase of the curriculum (semesters 7-14) based on a previously taken course. *See Procedure Section-Appendix E.*
 - 6.1.3.1. A maximum of six credit hours may be waived from the professional phase of the curriculum.
 - 6.2. Inter-University Transfer Students transferring without a bachelor's degree:
 - 6.2.1. The credit hours already completed will be articulated by the Office of the Registrar at Saint Louis University.

- 6.2.1.1. Undergraduates may transfer up to 64 hours of undergraduate credit from a community college.
 - 6.2.1.2. Undergraduates attending a four-year college or university may transfer an unlimited number of credits to Saint Louis University.
 - 6.2.1.3. 30 of the last 36 credit hours of the undergraduate degree (BSES) must be taken at Saint Louis University.
 - 6.2.2. A student who transfers into the DPT program may petition to waive a course from the professional phase of the curriculum (semesters 7-14) based on a previously taken course. *See Procedure Section-Appendix E.*
 - 6.2.2.1. A maximum of six credit hours may be waived from the professional phase of the curriculum.
 - 6.3. Intra-University Transfer Students without a bachelor's degree: The student is required to take all courses in the DPT curriculum unless the student has completed CORE 1500, CORE 1000, CORE 3500 prior to transferring into the Program in Physical Therapy.
7. Bachelor of Science in Exercise Science (BSES) Degree Policy
- 7.1. The Bachelor of Science in Exercise Science (BSES) is available only to students enrolled in the Program in Physical Therapy or the Athletic Training Program.
 - 7.2. While the degree is expected to be the first degree conferred in the freshman-entry Doctor of Physical Therapy (DPT) or Master of Athletic Training (MAT) curricula, there are circumstances in which the BSES degree may be completed and the DPT or MAT degrees not pursued. Such circumstances include, but are not limited to:
 - 1) a student in good standing who voluntarily decides to withdraw from the Program in Physical Therapy or the Athletic Training Program following conferral of the BSES degree, or
 - 2) a student who has not met the academic eligibility requirements to continue beyond the BSES degree in either program.
 - 7.3. Required courses that must be passed before the conferral of the BSES non-DPT degree:
 - 7.3.1 DPT Pre-professional Core Curriculum (Appendix B)
 - 7.3.2 A minimum of 30 hours of DPT courses including, but not limited to specific courses listed on BSES non-DPT curriculum outline in Appendix A (substitutions must be approved by the registration coordinator and education division lead).
8. Time to Complete the BSES/DPT degree
- 8.1. A student entering the Program in Physical Therapy as a freshman is expected to follow the prescribed curriculum outline, completing the Bachelor of Science in Exercise Science (BSES) in four years and the Doctor of Physical Therapy (DPT) degree requirements in two additional years for a total of six years from the date of initial matriculation. A transfer student who enters the Program in Physical Therapy as a post-baccalaureate student is expected to complete the DPT degree requirements in three years from the date of initial matriculation.
 - 8.2. The DPT program is a full-time program; elective part-time study is not permitted.

- 8.3. Circumstances in which the time to complete the BSES and/or DPT degree may be extended include, but are not limited to:
- 1) a D or F in a course requiring the course to be repeated with a C grade or better,
 - 2) an approved leave of absence from the University or program (not to exceed one academic year),
 - 3) reasonable disability accommodations that require a reduced load as approved by the Office of Disability Services in consultation with the Department of Physical Therapy & Athletic Training Accommodations Committee,
 - 4) withdrawal from a required course (with approval of the Progressions Committee; contact the chairperson of the Progressions Committee) or
 - 5) documented extenuating circumstances (with approval of the Progressions Committee; contact the chairperson of the Progressions Committee).

Last revised 08/2021

Curriculum Procedure Section

The following are documents/procedures related to the curriculum of the Program in Physical Therapy.

Appendix A: Curriculum Outlines

Appendix B: Program in Physical Therapy Pre-Professional Phase Course Requirements

Appendix C: Requirements for Choosing Pre-professional Phase Courses

Appendix D: Required Interprofessional Education (IPE) Courses

Appendix E: Procedure of Waiving a Course in the Professional Phase of the DPT Curriculum

Appendix F: Program in Physical Therapy Grading Scale

Appendix A: Curriculum Outlines

See Program in Physical Therapy webpage for curriculum outlines:

DPT Freshmen Entry/Students Entering with a Bachelor's Degree

DPT Freshmen Entry Honors Program Option

DPT Freshman Entry Pre-Med Option

BSES Non DPT Option

Appendix B: Program in Physical Therapy Pre-Professional Phase Course Requirements*

Subject Area	Course Requirements**	
SCIENCES (for major): (must be completed before the junior year)	Biology 1240/1245 & 1260/1265	
	Chemistry 1083/1085 & 1483/1485 (CHEM 1110/1115 and 1120/1125 if premed)	
	Physics 1220/1235 & 1240/1255 (1310/1320 and 1330/1340 if premed)	
	Human Physiology 2540	Note: Human Physiology and Basic Human Anatomy must be taken at a 4-year institution.
Basic Human Anatomy 1000		
IGNITE SEMINAR	CORE 1000; 2-3 credits; see DPT 1212 below	
CURA PERSONALIS (Self-care)	CORE 1500; 1 credit; see DPT 1111 below	
	CORE 2500; 0 credits; a course attribute – can be a class or activity that carries this attribute/fulfills this requirement	
	CORE 3500 (1 credit) – see DPT 3214 below	
ELOQUENTIA PERFECTA (Communication):	Written and Visual Communication: 3 credits; English 1900 or other approved course for Written and Visual Communication	
	Oral and Visual Communication: 3 credits; CMM 1200 or other approved course for Oral and Visual Communication	
	Creative Expression: 2-3 credits; approved course for Creative Expression	
	Writing Intensive: 0 credits; a course attribute OR fulfilled by an out-of-class activity; see IPE 4900	
THEOLOGICAL AND PHILOSOPHICAL FOUNDATIONS		
Theology	Ultimate Questions: Theology; 3 credits	
Philosophy (Note: Only 1 course fulfills SLU Core requirement; the other course is a major-related requirement)	Ultimate Questions: Philosophy; 3 credits. Note: fulfills Core requirement	
	PHIL 2050 or HCE 2010. Note: this course is major-related and does not fulfill a SLU Core requirement.	
WAYS OF THINKING:		
Aesthetics, History and Culture	3 credits (This can be any course with this label; likely a course in History or Literature)	
Nature and Applied Sciences	3 credits – see Chemistry above.	
Subject Area	Course Requirements**	

Quantitative Reasoning (Mathematics) (Note: Only 1 course fulfills SLU Core requirement; the other course is a major-related requirement)	STAT 1100 or OPM 2070 or MATH 1300 or BST 3100. Note: Statistics must be completed before the student may enter the Professional Phase of the Program.	
	Pre-Calculus MATH 1400	
Social and Behavioral Sciences (Note: Only 1 course fulfills SLU Core requirement; the other course is a major-related requirement)	General Psychology 1010	Note: These courses must be completed prior to entering the Professional Phase of the Program in PT
	Abnormal Psychology 4390	
COLLABORATIVE INQUIRY	2-3 credits; see IPE 4900	
EQUITY AND GLOBAL IDENTITIES		
Identities in Context	0 credits; a course attribute; see IPE 4200	
Global Interdependence	0 credits; a course attribute; see IPE 2100	
Dignity, Ethics, and a Just Society	0 credits; a course attribute; see IPE 4200	
Reflection-in-Action	0 credits; a course attribute OR fulfilled by an out-of-class activity; see IPE 4900	
ELECTIVES:	12 credits; <u>required</u> elective credits; may be used to complete minor	
	6 credits; <u>optional</u> elective credits; may be used to complete minor	
DPT Courses		
(must be completed before the student may enter the professional phase of the curriculum)	DPT 1111/CORE 1500; 1 credit	
	DPT 1212/CORE 1000; 2 credits	
	DPT 2213; 1 credit	
	DPT 3214/CORE 3500; 1 credit	
	DPT 3230 Exercise Physiology; 3 credits	

Subject Area	Course Requirements**
INTERPROFESSIONAL EDUCATION (IPE) COURSES: (must be completed before the student may enter the professional phase of the curriculum)	IPE 2100; 3 credits; fulfills Global Interdependence course attribute
	IPE 4200; 3 credits; fulfills Identities in Context course attribute; fulfills Dignity, Ethics and a Just Society course attribute
	IPE 4900; 3 credits; fulfills Reflection-in-Action course attribute
*Curriculum is subject to change	
**Students earning the BSES degree are required to earn a minor or complete a special program per approval of the Program in Physical Therapy Registration Coordinator.	

Appendix C: MATH 1400 Pre-calculus waiver:

1. The Pre-Calculus requirement is waived for the student who meets the following. If Pre-Calculus is waived, the student does not have to replace the requirement with another class:
 - a. The student has earned a grade of C or better in college credit for Pre-Calculus or Calculus I or has AP credit posted for Calculus I.

Appendix D: Required Interprofessional Education (IPE) Courses

IPE 2100 Interprofessionalism and Health Care Systems in a Global Society (3 credits)
IPE 4200 Applied Decision-making in Interprofessional Practice (3 credits)
IPE 4900 Integrative Interprofessional Practicum Experience (3 credits)

Appendix E: Procedure for Waiving a Course in the Professional Phase

1. Requests to waive a course in the professional phase of the curriculum must be sent to the Registration Coordinator by Friday noon of the first week of the semester in order that the material can be reviewed and an answer given to the student prior to the University deadline for withdrawal (without the “W” appearing on the student’s transcript).
2. To make an informed decision in the best interest of the student, the curriculum committee requires the student to submit, at a minimum, a course syllabus and course schedule to the Registration Coordinator. Other materials may be requested as needed, and the student may be asked to demonstrate proficiency of course content through examination or other means.
3. The student must fulfill course requirements until a final decision is made regarding the waiver.
4. After consulting with the appropriate faculty, the curriculum committee will make the final decision whether the course will be waived.
5. If more than two years have elapsed since a course was taken, the course may not be subject to waiver unless more advanced courses in the same topic have been taken in the past two years.

Appendix F: Program in Physical Therapy Grading Scale

The following grading scale is used for DPT courses in the Program in Physical Therapy:

A:	93-100
A-:	91-92
B+:	89-90
B:	84-88
B-:	81-83
C+:	79-80
C:	75-78
D:	65-74
F:	Below 65

Policy Last Reviewed 08/2021

Advising, Mentoring, and Registration Procedures

Academic Advising

An academic advisor is assigned to the student and will follow the student closely during the pre-professional phase of the program. The professional academic advisor reviews and makes corrections to degree evaluations. Approval of courses taken at another institution is a responsibility of the professional academic advisor. Study abroad forms are signed by the professional academic advisor and final signature is from the registration coordinator.

Registration and change of registration of students in the professional phase of the program is a responsibility of the registration coordinator and assigned department administrative staff member.

Reviewed 08/2021

Academic Mentoring Policy and Procedure

All mentoring/counseling meetings should be documented on the rolling Student Mentoring/Counseling Form.

Pre-Professional Phase Students

Freshmen – Fall – all mentoring by pre-professional phase mentors. Meetings will be initiated by pre-professional phase mentor.

Freshmen – Spring – students with 3.5 or higher cum GPA and 3.5 or higher science GPA (at the end of 1st semester) may be mentored by peer instructors (who are highly trained by University resources); pre-professional phase mentors will meet with those students below 3.5 cum GPA and/or 3.5 science GPA. Meetings will be initiated by pre-professional phase mentor or peer instructor. Mentors will be sent a list of cumulative and science GPAs of all students.

Sophomores – Fall/Spring – students below 3.0 cum GPA or science GPA or on probation/jeopardy are required to meet with their pre-professional phase mentor; these meetings will be initiated by the pre-professional phase mentor. Mentors will be sent a list of cumulative and science GPAs of all students.

All students have the opportunity to meet with their pre-professional mentor upon student's request.

Juniors – – Fall*/Spring – students below 3.0 cum GPA or science GPA or who are on probation/jeopardy are required to meet with their pre-professional phase mentor; these meetings will be initiated by students. A department administrative staff member will send the mentoring email to all junior students in the fall and spring six weeks into the term. Failure to comply with this policy may result in a professional behavior citation.

All students have the opportunity to meet with their pre-professional phase mentor upon student's request.

* if students are studying abroad, communication may occur through email.

Professional Phase Students

PYI – Summer – Students who receive a failing grade (D or F) on the first and/or second Gross Anatomy or Kinesiology I exams will meet with summer mentor; these meetings will be initiated by the summer mentor due to time constraints. All students have the opportunity to meet with the summer mentor upon student's request.

At the beginning of Fall PYI, students will be assigned a professional phase mentor (all faculty excluding pre-professional phase mentors). A mandatory event will occur early in the Fall PYI semester to introduce students to their faculty mentor.

PYI – PYIII** – Fall/Spring – students on probation/jeopardy or who receive three or more failing test grades (D or F) in one semester are required to meet with their professional phase mentor. If a student meets any of the aforementioned criteria, the student is responsible for contacting their mentor to initiate a meeting. A department administrative staff member will send the mentoring email to all professional phase students PYI – PYIII and faculty in the fall and spring six weeks into the term.

All students have the opportunity to meet with their professional phase mentor upon student's request.

**If student is in clinic, communication may occur through email. Mentoring needed during clinical experiences is managed by the clinical education team. (Professional phase mentor may be requested to be involved as deemed necessary by the clinical education team).

Revised 10/2018

Registration Procedures

The following procedures should be followed by students for registration:

1. Communicate with faculty mentor each semester as listed in the mentoring policy above.:
 - a. Freshman Fall semester: Meet with faculty mentor as per DPT1111 Student
2. Prepare a Registration Plan:
 - a. Freshmen Fall semester: Refer to curriculum outline and guidance of professional academic advisor.
 - b. Freshman Spring semester through junior Fall semester:
 - 1) Review curriculum outline and degree evaluation to prepare for registration, to work towards completion of minor and all pre-professional phase courses.
 - 2) Create lists of classes you would like to take and back up classes in case those classes are full. These lists should be taken to the meeting with the professional academic advisor.

- 3) Students who are abroad during the junior fall semester are to send an e-mail to their professional academic advisor.
 - c. Junior Spring semester:
 - 1) Review the degree evaluation and assure that you have completed your minor and all pre-professional phase courses.
 - 2) Communicate with your professional academic advisor to confirm that the pre-professional coursework is completed.
 - 3) Follow the registration instructions provided by the Program in Physical Therapy registration coordinator and assigned department administrative staff member.
 - d. Professional Year I through III: The registration plan and instructions are provided by the Program in Physical Therapy registration coordinator and assigned department administrative staff member. Students must follow these instructions in a timely manner.
3. Registration Instructions
 - a. Pre-Professional Phase of the Program: Meet with professional academic advisor to review the degree evaluation and obtain authorization for registration (see 4 below).
 - b. Professional Phase of the Program: Follow the instructions provided by the Program in Physical Therapy registration coordinator and assigned department administrative staff member.
 4. Obtain authorization for registration.
 - a. The professional academic advisors authorize undergraduate students through the junior year for online registration by removing the registration hold in Banner.
 - b. The registration coordinator acts as the student advisor for the professional phase of the program. Holds are not placed on post-bacc students in Banner.
 5. Register in Banner.
 - a. Undergraduate students through the first semester of junior year who experience problems with registration should contact their professional academic advisor.
 - b. Students in the second semester of the junior year registering for the Professional Year I summer and students in the professional phase of the Program in Physical Therapy who experience problems with registration should e-mail the Program in Physical Therapy registration coordinator or assigned department administrative staff member.

Reviewed 08/2021

Application to Transfer Course Credit from Another College or University

It is the responsibility of the student who wishes to take courses at another college or university and transfer the credits to Saint Louis University to seek guidance from the student's professional academic advisor pertaining to proper procedures for application to transfer course credit from another college or university.

Grades below “C” are not acceptable and will not transfer into Saint Louis University. No more than 12 credit hours may be taken at another college or university in a summer term. Courses taken at another college or university are not considered in calculation of the GPA but are posted in the total number of credit hours. Grades for science courses taken at another college or university are included in the science GPA calculation.

Reviewed 08/2021

Academic/Clinical Regulations

Policy and Procedures Concerning Academic Eligibility for DPT Curriculum

The Saint Louis University (SLU) Program in Physical Therapy academic eligibility policy serves as the criteria upon which decisions are made regarding student progression through the physical therapy curriculum. This policy is designed to encourage student success in the curriculum to prepare competent physical therapist clinicians. Students and faculty are responsible for familiarizing themselves with this policy and the associated procedures.

I. Definitions

a. Phases of the Physical Therapy (PT) Program:

- i. Pre-professional Phase: The six academic semesters beginning with the fall semester of the freshman year and ending with the spring semester of the junior year.
- ii. Professional Phase: The eight academic semesters beginning with the professional year I summer and ending with the spring semester of the third professional year. During this phase, students enroll in courses specifically designed to prepare them as physical therapists. Refer to SLU Doctor of Physical Therapy (DPT) curriculum summary.

- b. Academic Jeopardy: A student in academic jeopardy is one who meets the minimum academic eligibility standard but is in jeopardy of falling below the minimum GPA academic standards (defined in Tables 1, 2 and 3) or the grade requirement (defined in Section III). Any student receiving a single D or F grade in Exercise Physiology or a course in the professional phase of the program with a DPT or ANAT prefix remains in academic jeopardy for the duration of their academic career as a second D or F grade would render them ineligible to continue in the program.

A student in academic jeopardy:

- receives an e-mail from a department administrative staff member informing the student of their academic standing.
- is allowed to take a full-time load but is encouraged to maintain contact with their faculty mentor and academic advisor (undergraduates) on a regular basis.

- c. Program Academic Probation: A student on program academic probation is one who has not met the minimum grade point average (GPA) academic standards as defined in Tables 1 and 3, or who has not met the grade

requirements as defined in Section III. This student's academic performance is not acceptable and must improve to stay in the program.

- In the pre-professional phase, a student can be on program academic probation for no more than two consecutive semesters at any time. In these cases, the student is ineligible to continue in the Program in Physical Therapy.
- d. Rules regarding program academic probation are described in Section IV.
- e. **Academic Ineligibility:** A student who is academically ineligible is one who has not met the program academic standards regarding GPA Requirements (Section II) and/or Grade Requirements (Section III). This student is dismissed from the Program in Physical Therapy but may be permitted to take certain DPT courses in order to complete degree requirements for the Bachelor of Science in Exercise Science degree (BSES). Refer to BSES degree policy (found in the Curriculum Policies in PT Faculty and Student Handbooks) for further information.

II. Grade Point Average Requirements

The GPA academic eligibility rules are presented in Table 1 for the pre-professional phase, Table 2 for science grade point average (GPA), and in Table 3 for the professional phase of the program.

- a. Pre-professional Phase: For Table 1, all GPAs that are listed are cumulative at the end of the specified semester. To enter the professional phase of the program, a student must have a minimum overall cumulative GPA of 3.00. If a student has an "I" in any course in the pre-professional phase, the "I" grade must either be resolved before beginning the professional phase or the student must seek permission to progress through the Progressions Committee.
- b. Pre-professional Phase: A student must have a minimum science GPA of a 2.70 by the beginning of the fall semester junior year to progress to the professional phase of the program.
 - i. The student must maintain this 2.70 science GPA through the end of the junior spring semester, including Exercise Physiology (DPT 3230).
 - ii. For Table 2, the science GPA is defined as follows: The science GPA is the cumulative GPA of the following science courses Biology I (BIOL 1240/1245), Biology II (1260/1265), Chemistry I (CHEM 1080/1085 or 1110/1115), Chemistry II (CHEM 1480/1485 or 1120/1125), Physics 1220/1235 & 1240/1255 (1310/1320 and 1330/1340 if premed), Human Physiology (PPY 2540), and Basic Human Anatomy (ANAT 1000).
 - iii. If the lab portion of the Physics, Human Physiology or Human Anatomy course is a separate grade, the combined quality points and credit hours of the course grade and lab grade will be used in the science GPA calculation.
 - iv. For students bringing in Advanced Placement (AP) credit to meet science course requirements, a grade of "A" will be assigned to the respective course(s) for science GPA calculation.
- c. Professional Phase: For Table 3, the professional phase GPA requirements

are defined as follows:

- i. For all professional phase students, the GPA listed is the semester GPA, no matter if the student is following the standardized or an individualized curriculum plan.
- ii. If the student's semester GPA drops below the minimum requirement, the first time the student will be placed on academic probation.
- iii. If the student's semester GPA drops below the minimum requirement a second time, the student will be dismissed.

III. Grade Requirements

- a. Pre-professional phase requirements: Students receiving a single "D" or "F" grade in any pre-professional phase course with a DPT or IPE prefix is dismissed from the Program, with the exception of DPT 3230 Exercise Physiology.
- b. Professional phase requirements:
 - i. A student receiving a single "D", "F", or "U" grade for the first time in DPT 3230 Exercise Physiology and all required courses in the professional phase of the program will be placed on program academic probation and must repeat the course.
 - All DPT and other professional phase courses are offered one time per year. If a student is required to repeat a course, the student will be required to wait until the course is offered the following year. However, students receiving a single "D", "F", or "U" grade for the first time in any required course in the professional phase of the program may progress on an individualized curricular plan as determined by the Program in Physical Therapy. Students on an individualized curricular plan must successfully complete the repeated course and all required courses with a minimum grade of "C or P".
 - Note: The repeated course and grade will replace the original course grade for calculation of the professional grade point average.
 - ii. A student receiving a "D", "F", or "U" grade in a repeated course is dismissed from the Program in Physical Therapy. Refer to Appeal Process (Section VII).
 - iii. A student receiving any combination of 2 or more "D", "F", or "U" grades in DPT 3230 Exercise Physiology and all required professional phase courses in one semester or across multiple semesters is dismissed from the Program in Physical Therapy. This policy applies to all grades on the transcript, regardless if the course was repeated with a C grade or better. Refer to Appeal Process (Section VII).
- c. A student who is on program academic probation for more than two consecutive semesters at any time during the pre-professional or professional phases, or a total of any three semesters while in the professional phase of the program is dismissed from the Program in Physical Therapy.

IV. Program Academic Probation Standing

- a. Definition: a student who has not met the minimum GPA academic standard as defined in Tables 1-3, or who has not met the Grade Requirements as

- defined in Section III.
- b. At that time the student does not meet the minimum academic eligibility requirements, the student is placed on program academic probation for the following semester. If the student rectifies the academic issue within 2 semesters, the probationary status is removed.
 - c. When a student is placed on program academic probation, the student will be notified by designated Program in Physical Therapy personnel using e-mail and regular mail.
 - d. A student on program academic probation is responsible for arranging a minimum of one meeting with their faculty mentor during the semester. Appropriate strategies to improve academic performance will be discussed with the student.
 - e. In the pre-professional phase, a student can be on program academic probation for no more than two consecutive semesters at any time. In these cases, the student is ineligible to continue in the Program in Physical Therapy. Refer to Appeal Process (Section VII).
- V. Program Academic Progression Rules
- a. In order to progress to the professional phase of the program students must have:
 - i. a minimum of 3.00 overall cumulative GPA.
 - ii. a minimum core science GPA of 2.70 as described in Section II d.
 - iii. completed and passed all required prerequisite courses for the professional phase
 - iv. completed their minor or the equivalent of a minor
 - b. In order to progress to the post-baccalaureate component of the professional phase of the program, students must have:
 - i. meet the requirements for semester GPA as described in Table 3.
 - ii. completed all requirements for a bachelor's degree.
 - iii. completed curricular requirements for a minor or equivalent of a minor.
 - iv. successfully completed all required courses.
- VI. Program Academic Graduation Requirements for the Doctor of Physical Therapy Degree
- The student must have:
- a. meet the requirements for semester GPA as described in Table 3.
 - b. have successfully completed all required courses.
 - c. have attained a satisfactory (S) grade for all clinical education courses as specified in the SLU Program in Physical Therapy Clinical Education Policies.
- VII. Student Appeal Process
- a. Grade Appeal: If a student believes that course policies and procedures as stipulated in the course syllabus were not followed in assigning the final grade for a course, the following steps should be followed in sequence:
 - i. Student discusses with the course coordinator the concerns about the grade and reasons he/she believes the grade was not assigned correctly. The course coordinator renders a decision regarding the grade appeal as

the instructor of record in that course.

- ii. If the dispute is not satisfactorily resolved, the student may present their appeal in writing to the chairperson of the department in which the course is offered. The chairperson reviews the case and renders a departmental decision regarding the grade appeal.
 - iii. If the dispute is not satisfactorily resolved at the departmental level, the student may present their appeal in writing to the dean of the college. The dean is the final arbitrator in the grade dispute.
- b. All pre-professional junior grade appeals must be initiated within 30 days of the course grade being posted and must be resolved within 30 days of the initiation of the appeal. Please see the Saint Louis University Academic Affairs policy, graduating student exception - <https://catalog.slu.edu/academic-policies/academic-policies-procedures/grade-appeal/#:~:text=Students%20must%20initiate%20a%20grade,college%2Fschool%20of%20the%20course.>

c. Dismissal Appeal

Definition: The student has the right to appeal dismissal from the Program in Physical Therapy.

Process:

1. Program Dismissal Appeal: A full description of the appeal process is available in the Progressions Committee Procedures document. If the student chooses to appeal dismissal from the Program in Physical Therapy because of GPA or course grade issues, the process includes:
 - a. The appeal request must be made in writing to the Progression Committee Chairperson within two university business days following program dismissal notification.
 - b. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted their behavior.
 - c. The appeal is heard by the Program in Physical Therapy Progressions Committee. The Committee makes a decision regarding the student's appeal following the Progressions Committee's policies and procedures.
 - d. The decision regarding the student's appeal is communicated to the student following the Progressions Committee's policies and procedures.
2. College of Health Sciences Academic Grievance Policy: An academic grievance can be filed with the Doisy College of Health Sciences dean only after a student has completed all program/departmental processes. A student file an academic grievance based on the following grounds:
 - a. Program policies were not followed
 - b. The student was not informed of the program policies
 - c. No appeal was allowed
 - d. Procedural infractions occurred

Dissatisfaction with the Progressions Committee decision is not grounds for appeal. If the student believes their case meets the requirements (listed in a. through d. above), they should follow the process that is described in the Doisy College of Health Sciences Grievance Policy. See the policy in the Doisy College

of Health Sciences section of this handbook.
https://www.slu.edu/doisy/dchs_academic_grievance_policy.pdf

Policy Revision: The Program in Physical Therapy reserves the right to revise this policy.

Table 1: Grade Point Average (GPA) Academic Eligibility Rules: Pre-professional Phase

	Freshman Fall	Freshman Spring	Sophomore Fall	Sophomore Spring	Junior Fall	Junior Spring
MINIMUM ELIGIBILITY (Cumulative GPA)	2.30	2.50	2.50	2.70	2.85	3.00
Jeopardy	2.30 - 2.99	2.50 - 2.99	2.50 - 2.99	2.70 - 2.99	2.85– 2.99	NA
Program Probation	< 2.30	2.30 – 2.49	2.30 - 2.49	2.50 - 2.69	2.70 - 2.84	NA
Program Dismissal (Cumulative GPA)	No Minimum Semester GPA Requirement	< 2.30	< 2.30	< 2.50	<2.70	<3.00

Notes:
 All GPAs rounded to two digits to the right of the decimal point.

Table 2: Science Grade Point Average (GPA) Academic Eligibility Rules: Pre-professional Phase

	Freshman Fall	Freshman Spring	Sophomore Fall	Sophomore Spring	Junior Fall	Junior Spring
MINIMUM ELIGIBILITY Science GPA	NA	NA	NA	NA	2.70*	2.70**
Jeopardy (Science GPA range)	< 3.00	< 3.00	< 3.00	< 3.00	NA	NA

Notes:
 All GPAs rounded to two digits to the right of the decimal point.
 Cumulative Science grade point average is posted on Blackboard Learn Program in Physical Therapy Information Page.
 *A student must have a cumulative science GPA of 2.70 **by the beginning of the fall semester of junior year.**
 **The student must maintain this 2.70 cumulative science GPA through the end of the junior spring semester.

Table 3: Semester Grade Point Average (GPA) Academic Eligibility Rules for the Professional Phase (Professional Year I – III)

	PY I/ Senior Summer	PY I/ Senior Fall	PY I/ Senior Spring	PY II Fall	PY II Spring	PY III Summer	PY III Fall
Minimum Semester GPA	2.00	2.70	2.70	2.70	2.70	2.70	2.70
Program Probation (Semester GPA ^a)	< 2.00	<2.70	<2.70	<2.70	<2.70	<2.70	NA
^a The student is allowed 1 probationary period with a semester GPA below the minimum.							
Dismissal (Semester GPA) ^b	NA	< 2.70	< 2.70	< 2.70	< 2.70	< 2.70	< 2.70
^b A student with a second semester GPA below the minimum is dismissed from the program.							

Notes:

1. Semester GPAs as reported on the Banner transcript are used to determine academic GPA standing
2. PYI = professional phase year I/senior year; PYII = professional phase year II, PYIII = professional phase year III.

Revised 06/2020

Program in Physical Therapy Progressions Committee Policies and Procedures

Guiding Principle: The guiding principle of the Program in Physical Therapy Progressions Committee is to consider the best interest of the student, Saint Louis University (SLU), the physical therapy profession, and the public in making decisions regarding student academic and/or professional behavior progression.

Fundamental Activities to Achieve Guiding Principle:

1. Provide due process for students in the Program in Physical Therapy.
2. Determine whether student dismissal appeals or requests for change in progression are granted or denied.
3. Consider pertinent information when making student progression decisions.
4. Establish conditions for progression in the Program when a dismissal appeal or a request for change in progression is granted.
5. Monitor the compliance of a student meeting conditions of progression.

Meetings: The Committee is convened, as needed, to hear student appeals, typically, at the end of each semester. At least one other meeting occurs per academic year to review Progression policies and procedures. Additional meetings may be called by the Progressions Committee Chairperson or at the request of the Program Administrator.

Committee Membership: The Committee is comprised of three faculty members from the Department of Physical Therapy and Athletic Training. The Committee Chairperson, Committee members and alternate Committee members are appointed by the Program Administrator. An alternate Committee member serves when a regular Committee member is unable to do so. All Committee members present at a meeting considering a dismissal appeal/request for change of progression are eligible to vote in the decision regarding the appeal/request. A designated staff member is assigned to assist the Committee and may be present at a meeting considering a dismissal appeal/request for change of progression at the discretion of the Committee Chairperson but does not have voting privileges.

Policy and Procedures Concerning Academic Eligibility: Refer to so named policy in Saint Louis University Program in Physical Therapy Student Handbook.

Policy and Procedures Concerning Professional Behavior: Refer to so named policy in Saint Louis University Program in Physical Therapy Student Handbook.

Academic or Professional Behavior Appeal: If a student is dismissed from the Program in Physical Therapy or ineligible to continue at full time status due to academic &/or professional behavior issues, the student has the right to appeal this action. If a student is simultaneously appealing a course grade and the Academic Eligibility Policy, the course grade appeal must be resolved prior to the academic eligibility issue. Refer to Course Grade Appeal Policy.

Student Progression Request: If a student has a request to change cohorts or another request to change from normal student progression, the student has a right to have this request considered by the Progressions Committee. This request requires approval (signature of the academic advisor for pre-professional phase students or the Department Program Coordinator for professional phase students).

Progressions Committee Procedures

1. Identification of students who are ineligible to continue full time or subject to Program dismissal. The Assistant Program Director and the Progressions Committee Chairperson meet to review the academic eligibility data and professional behavior eligibility for all students in the pre-professional and professional phases of the Program (as described in the Policy and Procedures Concerning Academic Eligibility document). The purpose is to identify students who are ineligible to progress in the program or continue on full-time status, or who are subject to Program dismissal. In the case of an immediate Program dismissal based on failure to meet professional behavior expectations as described in the Policy and Procedures Concerning Professional Behavior document, the Assistant Program Director will notify the Progressions Committee Chairperson.
2. Student Notification. The Progressions Committee Chairperson contacts identified students, either in person or via telephone, and then sends a follow-up e-mail, notifying them of the status of their academic eligibility and/or professional behavior eligibility, the student's dismissal from the Program. As a student of Doisy College of Health Sciences, the "next steps" process is sent to the student, if the student is an undergraduate student. Additionally, the written communication explains the appeal process, and is copied to the faculty mentor, Program Director, Program Registration Coordinator, student's academic advisor (if applicable), Department Program Coordinator, and the DCHS Associate Dean for Student and Academic Affairs. The student is asked to acknowledge receipt of this notification by replying to the e-mail.
 - For students who are dismissed: In the initial e-mail notification, the student is provided with the list of Committee members. The student may request substitution of one (1) Committee member, including the Progressions Committee Chairperson. Depending on availability of Committee members, their request may not be honored.
3. Student dismissal appeal.
 - The appeal request must be made to the Progressions Committee Chair within 48 hours following notification of the eligibility issue.
 - Students requesting an appeal must complete the Dismissal Appeal Form in advance of the Progressions Committee meeting and confirm the form is received by the Progressions Committee Chairperson. See Appendix A.
 - The Progressions Committee Chair shall inform the student requesting an appeal of the date of the Progressions Committee meeting and the deadline for submitting the Dismissal Appeal Form.
 - Failure to complete and/or submit the Dismissal Appeal Form by the deadline will result in upholding the dismissal.
4. Alternately, student request to change from normal progression (not due to dismissal).
 - Students requesting a change from the normal progression must notify the Progressions Committee Chairperson of their request at least 24 hours prior to the Progressions Committee meeting.
 - Students requesting a change from the normal progression must complete the Student Progression Request Form: Change in Progression in advance of the Progressions meeting and confirm the form is received by the Progressions Committee Chairperson. See Appendix B.
 - The Progressions Committee Chair shall inform the student of the date of the Progressions Committee meeting and the deadline for submitting the Student Progression Request Form.
 - Failure to complete and/or submit the Student Progression Request Form by the deadline will result in denying the student's request.

5. Progressions Committee Meeting.

- If a Committee member believes they cannot fairly review the evidence and render a decision, that Committee member should recuse themselves from the meeting.
- The Progressions Committee Chairperson provides members with a copy of the student's Dismissal Appeal/Change in Progression Request form.
- The student or his/her representative may not attend the Progressions Committee meeting in person. The student is requested to be available by phone during the scheduled meeting. Committee members may query the student.
 - i. Audio recordings of the meeting are not allowed.
 - ii. Legal representation during the meeting is not allowed.

6. Decision.

- The Progressions Committee will discuss the dismissal appeal/change of progression request and make a majority decision regarding the dismissal appeal/change of progression request. Deliberations of the Progressions Committee are confidential.
- The Progressions Committee Chairperson will record the decision/recommendations of the Committee on the Progressions Committee Summary Form. A copy of this Form will be kept in the student's file.
 - i. If the dismissal appeal/change of progression request is granted, the Committee will establish any conditions that the student must meet to maintain academic or professional behavior eligibility.
 - ii. If the dismissal appeal/change of progression request is denied and the student believes that stated policies and procedures were not followed, the student can file an academic grievance with the Dean of the Doisy College of Health Sciences as stipulated in the College Academic Grievance Policy.

7. Student Notification of Decision.

- The Chair of the Progressions Committee will call the student and inform them of the decision of the Committee.
- The Assistant Program Director will send notification of the decision by email. A physical copy of the decision letter will be mailed to the student's permanent address as listed in Banner. This letter will be copied to the student's faculty mentor, student's academic advisor (if applicable), Department Program Coordinator, Program Administrator, DCHS Associate Dean for Student & Academic Affairs, Program Registration Coordinator, and the Progressions Committee Chairperson.

8. Compliance with Conditions for Progression.

- If the dismissal appeal/change of progression request is granted, the conditions for progression and recommendations will be explained in the decision letter.
- The student must meet the conditions determined by the Committee and outlined in the decision letter from the Assistant Program Director.
- At the end of each semester, the Committee's designated staff person and Committee Chairperson will review the students who have had their appeal granted over the past year and assess whether the students have met the conditions of their appeal.
- In cases of appeal of Program dismissal, failure to meet the conditions set in the decision letter will result in Program dismissal. In cases of a change of normal Program progression, failure to follow the approved progression plan may result in change of the student's progression plan.

9. Faculty Notification.

- The Progressions Committee Chairperson informs faculty of student status in a faculty meeting closest to the Progressions Committee date.

Revised 08/2021

Dropping/Adding Courses in the Professional Phase of the Program

A student who is considering a schedule change must communicate with their faculty mentor and the Program in Physical Therapy registration coordinator. As courses in the professional phase are intentionally sequenced across semesters, dropping a course will affect progression in the Program in Physical Therapy. Refer to the Time to Complete the BSES/DPT Degree policy under the DPT Curriculum Policies section in this handbook. Students are not allowed to register for a course if they have not completed the prerequisite course(s) or not passed the prerequisite course(s) with a C grade or better.

Last Reviewed 08/2021

Confidentiality of Records

Program in Physical Therapy student records are available for review by that student in accordance with federal law and University policy. The records are released to third parties (such as parents/guardians and spouses) only with the written consent of the student and a signed FERPA form on file in the Office of the Registrar as documented in Banner or through My SLU Share within Banner. Once signed, the FERPA release is active (unless otherwise revoked by the student) until the student graduates with the DPT degree. A student can change their FERPA release status by changing it in My SLU Share. Program in Physical Therapy faculty members and College/University officials will have access to student records as necessary for the performance of their duties. Additional information regarding student FERPA rights is available at <http://www.slu.edu/registrar/third-party-access/ferpa-and-saint-louis-university.php>.

All electronic student records specific to the Program in Physical Therapy are kept on a secure, password-protected server.

Students upload confidential information required for clinical education onto a web-based password-protected clinical education software.

Students requesting references which may disclose FERPA protected information are asked to complete the Recommendation/Evaluation Authorization and Waiver form (#26) available on the Registrar's website

Reviewed 08/2021

National Physical Therapy Examination (NPTE) Preparation

As the DPT Program in Physical Therapy is accredited by the CAPTE, students successfully completing the curriculum are eligible to take the National Physical Therapy Examination (NPTE). To assist students in preparation for this exam, a practice exam may be required of all students in the final year of the Program in Physical Therapy. The results of the exam can be used by students in early identification of areas for additional NPTE preparation.

The Program in Physical Therapy may offer a required NPTE preparation course through an external provider. The Program in Physical Therapy does not endorse such courses as a guarantee of a passing score on the NPTE.

Reviewed 08/2021

Student Access to Laboratories Outside of Scheduled Class/Lab Time

All students in the Program in Physical Therapy have card access to the Allied Health Building using their SLU-issued identification card. Card readers are located at each of the building entrances for building access.

Open Lab Policy

Room 1062 (Cavallo Lab) in the Allied Health Building is available to students in the professional phase for practice when classes or labs are not in session. The following rules apply to use of the open lab:

1. Use of the lab is strictly restricted to students in the Department of Physical Therapy and Athletic Training. The access code to the room should not be shared outside of the department.
2. The lab is available to Department of Physical Therapy and Athletic Training students for practice during times when classes or labs are not meeting in that lab.
3. For safety and security reasons, no student is permitted to work alone in the laboratory.
4. Students are welcome to bring their own exam kits into the lab; other than skeletal models in the room, no other departmental equipment should be used during unsupervised times.
5. Professional behavior is expected in the lab at all times.
6. Tables should be cleaned following use and the last people to leave should make sure that the lights are turned off and all doors closed. All tables must be left in proper position in the room.
7. Departmental safety guidelines in the PT & AT Student Handbooks and all course policies are to be followed at all times.
8. No food or drink with the exception of water in a closed container is allowed in the lab.
9. There will be occasions when the lab will not be available for practice as a result of set up for lab practical exams, competencies, or other room use. This will be communicated by signage on the lab door.

10. In order for students to access laboratories during business hours but outside of scheduled class/lab time, students must check with a department administrative staff member to see that there is not a lab in session.

- Students may sign out a lab key from a Program in Physical Therapy administrative staff member or use the keypad for Lab 1062 as described below.
- Once the student unlocks the lab, they must return the key to a Program in Physical Therapy administrative staff member.
- Students must leave the lab as they found it. This includes cleaning equipment, returning chairs to their original location, and disposing of linens appropriately.

Reviewed 08/2021

Leave of Absence Policy

A student may request a leave of absence for personal, medical or academic reasons, for a period not to exceed the total of one academic year for the duration of the DPT curriculum. Leave of absence requests beyond a total of one academic year must be approved by the Program in Physical Therapy progressions committee.

If the leave of absence involves leaving the Program in Physical Therapy for one to two semesters and remaining at Saint Louis University as a student not following the physical therapy curriculum outline, the student must complete a Program in Physical Therapy "Leave of Absence Request form." The form must be approved by the student's faculty mentor, and the assistant program director of the Program in Physical Therapy. Copies of the approved Program in Physical Therapy Leave of Absence Request form will be sent to the student and the student's professional academic advisor and uploaded to the student's academic file.

If the leave of absence involves leaving Saint Louis University for one or two semesters, the student must complete BOTH the Program in Physical Therapy "Leave of Absence Request form" and the Saint Louis University Request for Leave of Absence form. The student should see their academic advisor as well as the Program in Physical Therapy registration coordinator to complete the appropriate paperwork.

For students who are receiving financial aid through SLU, paperwork must be completed through Student Financial Services for a SLU leave of absence. The student should contact personnel in Student Financial Services for direction and assistance with this paperwork.

Students taking a leave of absence from Saint Louis University should check with their academic advisor regarding permission to take courses at another college or university during the time of the leave of absence. The summer semester is not included in the leave of absence time.

The student must provide written notification of their intent to return to the Program in Physical Therapy at least 30 days prior to the anticipated date of reentry. If a student

does not provide such written notification, they will be ineligible to continue in the Program in Physical Therapy.

When on a leave of absence, students typically have a limited grace period for their Federal Stafford and private loans. Students are encouraged to contact Student Financial Services and their lender to discuss options.

Reviewed 08/2021

Withdrawal Policy

If it becomes necessary for a student to withdraw from the Program in Physical Therapy, it is important to notify all appropriate parties and follow appropriate procedures. For undergraduate students, your professional academic advisor will assist you with paperwork needed to transfer to another major within Saint Louis University. All students voluntarily leaving the Program in Physical Therapy should notify the registration coordinator in writing (letter or e-mail). The registration coordinator will contact the student to discuss a potential leave of absence. The student will be removed from the Program in Physical Therapy mentor lists and other student lists.

All students considering a withdrawal from Saint Louis University should contact their professional academic advisor and the program registration coordinator. There is a registrar's document that must be completed to withdraw from the University. For undergraduate students, this document can be obtained through your professional academic advisor. For students in the professional phase of the Program in Physical Therapy, this document can be obtained from the Program in Physical Therapy registration coordinator.

In all instances of withdrawal from Saint Louis University, the registration coordinator should be notified in writing (email or letter) so that a leave of absence can be discussed and your name can be removed from the Program in Physical Therapy mentor lists and other student lists.

Students who are withdrawn from the Program in Physical Therapy without a leave of absence are not eligible for reinstatement in the Program in Physical Therapy but could re-apply and would be treated as a new application, subject to the admission requirements in place at the time that they would want to return to the Program in Physical Therapy.

Reviewed 08/2021

Professional Behavior

Generic Abilities for Physical Therapists and Physical Therapy Core Values

The Generic Abilities for Physical Therapists and Physical Therapy Core Values are foundations for physical therapists' professional behavior and decision-making. Students self-evaluate and measure their development of professional behavior using the Generic Abilities for Physical Therapists and Physical Therapy Core Values. These concepts are presented in the Student Development courses.

Revised 06/2020

Attendance Policy

Students are expected to follow attendance policies for each course as outlined in the course syllabi. Students on the intercollegiate Division I athletic teams are excused for travel and competitions, but missing class to attend a practice session is not an excused absence. Athletic Department confirmation of absences must be provided and discussed in advanced with the course coordinator. There are no excused absences for students involved in club sports. These students must discuss such circumstances with individual course coordinators.

Reviewed 08/2021

Use of Electronic Devices

Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Students who engage in disruptive behaviors will be asked to leave the classroom. Follow these simple regulations to avoid the inappropriate use of technology in the classroom:

1. All cell phones must be turned off or set to vibration mode while in class unless otherwise directed by the course instructor.
2. If you are waiting for a critical health or family-related call, please inform the instructor prior to the start of class. Please sit in the last row of class in order to avoid disturbing your classmates.
3. Cell phone or other devices use is not permitted during class time unless approved by course instructor for course activities.
4. Laptop computers are to be used for note-taking or classroom activities as directed by the instructor. Non-course use of computers during class time may result in a professional behavior warning.

Revised 08/2021

Social Media

Electronic communication and networking through social media sites is now a recognized form of daily communication. The Program in Physical Therapy has expectations for responsible and ethical behavior with this form of communication. These guidelines are intended to protect the privacy and confidentiality of patients/clients, students, faculty and staff, clinical instructors and clinical sites. This policy is only intended for those internet activities that associate or identify a student with Saint Louis University and the Program in Physical Therapy, and/or use a slU.edu e-mail address. For additional information concerning the Saint Louis University Social Media Guidelines, go to <http://www.slu.edu/marcom/social-media>. The American Physical Therapy Association also has developed social media guidelines for students and physical therapists. These are available at <http://www.apta.org/SocialMedia/Tips/>.

Program in Physical Therapy Social Media Guidelines:

1. You are responsible for anything you post. The content of your postings should always be respectful and free from offensive language or images.
2. Remember that social media content becomes searchable and can be shared. This content then leaves your control forever.
3. You must comply with HIPAA policies at all times; violation of such could not only result in legal action against you, but could result in failure of a course or clinical experience. Absolutely no reference to patients, clinical sites, or clinical instructors is permitted, even if names are not given or you believe you have masked the identifying information.
4. Be aware that copyright protection laws are in place and posting without permission of copyrighted material is a form of plagiarism. You should always cite references and adhere to copyright laws.
5. Be aware that academic integrity policies apply to social media postings.

Violation of this policy may result in a professional behavior sanction, ranging from a professional behavior warning to program dismissal.

Reviewed 08/2021

Dress Regulations

Students are expected to follow dress regulation policies for each course as outlined in the course syllabi, and for clinical education experiences as indicated by the Director of Clinical Education (DCE). The student may be asked to leave the class, clinic, or lab if in violation of dress regulations; this absence will be considered an unexcused absence.

Reviewed 08/2021

Use of Tobacco and Eating

Saint Louis University is a tobacco-free campus.

Absolutely no food, drinks or water are allowed in the Doisy College of Health Sciences student computer lab. No food or drinks other than water are allowed in all physical therapy labs or the Allied Health Building auditorium (1043), but water in a spill-proof container is permissible.

Reviewed 08/2021

Policy and Procedure Concerning Professional Behavior

Physical Therapy is a human service profession. One of its central tenets is the value of human dignity. This value is reflected in conduct that demonstrates sensitivity to the physical and psychological well-being of others and honesty in all endeavors. The Program in Physical Therapy endorses the philosophy and behaviors embodied in the Mission Statement of Saint Louis University, the Code of Ethics and Core Values of the American Physical Therapy Association, and the Generic Abilities as defined by the Program. The Program expectations of the student's professional behaviors are based on these documents and the University, College, and Program policies and procedures.

No code of ethics or professional standards can address every possible scenario that may arise in the future. However, in designated pre-professional physical therapy courses and in the Professional Development courses students are educated in acceptable professional behaviors and as such, are expected to conduct themselves in a manner that is consistent with the following minimal standards:

1. develop a knowledge of self
2. demonstrate good judgment
3. conduct themselves in an ethical manner including but not limited to:
 - a. maintenance of confidentiality
 - b. honesty concerning personal, and medical information
 - c. academic integrity
4. commit to fulfilling professional responsibilities
 - a. understand and execute student policies and procedures
 - b. meet faculty and staff requests and expectations in a timely manner
5. demonstrate respect for self and others including but not limited to:
 - a. provisions for the physical safety of others
 - b. respect for the psychological welfare of others including respectful communication

Formative Assessment: Academic Professional Behavior Assessment (APBA)

- I. At the midpoint and end of each semester course coordinators will review student professional behavior using the categories listed on the APBA form (see Appendix

- A). If a student demonstrates concerning behaviors, the course coordinator will document these behaviors on the APBA form. Concerning behaviors are behaviors that are inconsistent with the University mission and vision, and include but are not limited to academic dishonesty, disrespectful behavior, repeated tardiness, or putting others at risk. If a student demonstrates a concerning behavior prior to the end of the semester the faculty or staff member should complete the APBA form and follow the procedures stated in II below.
1. The staff member of the Student Affairs Committee will send spreadsheets to all faculty members at the midpoint and near the end of the semester listing students who are taking their courses.
- II. Faculty will check off students who have professional behavior issues. If none of the students has professional behavior issues the faculty can check the box at the top of the spreadsheet indicating no students have professional issues. The faculty will return these spreadsheets to the Student Affairs staff member who will save the spreadsheets in the designated folder (see Appendix B). If a student has a professional behavior issue the following will occur:
- A. Faculty member or Lab TA will fill out/complete the APBA form in a timely manner.
 - B. The faculty member or Lab TA will submit the completed form to the designated faculty member who is a member of the Student Affairs Committee.
 1. The designated staff member of the Student Affairs Committee will oversee scanning the form, if necessary. The form will be stored in the student's record in the designated location (see Appendix B).
 2. If a student has a completed ABPA from greater than one faculty member or has two separate incidents documented on the ABPA form, the designated faculty member will notify the student via email that they have received a Professional Warning which will be placed in their student record.
 3. The designated faculty member will meet with the student to create an action plan to rectify the behavior. This plan must have at least one to three action items to address each goal, Goals must be measurable in percentages of completion. The action plan will be recorded as a Professional Warning Behavior Improvement Plan. The designated faculty member and the student will sign the Improvement Plan.
 4. The Improvement Plan will be routed to the designated staff member to save in the student's file and to document on the Class Tracking Worksheet.
 5. The staff member will notify the student's mentor that a form has been posted.
 6. If the designated faculty member recuses themselves from a particular case, the Chair of the Student Affairs Committee will appoint another member of the Student Affairs Committee to work with the student.
 7. The above procedure does not preclude the faculty member, the Lab TA, or the faculty mentor from meeting with the student to discuss the observed professional behavior issue.
- III. The student must demonstrate progress in 60% of the action items in their plan. If the student does not progress 60% then the student will be issued a second Professional Warning by the designated faculty member.

- A. If a student receives a second Professional Warning the student will be placed on Professional Probation.
 - 1. The student will be notified of their probationary status via a formal letter from the Program in Physical Therapy.
 - 2. The student will continue to follow up with the designated faculty member.
 - B. The student will be removed from Professional Behavior Probation if 100% of their goals have been achieved and maintained for one subsequent semester and have no further violations of professional behavior expectations.
- IV. If a student receives a third Professional Warning, regardless of whether they are currently on probation or not, the student will be dismissed from the Program in Physical Therapy. Typically, the decision for dismissal will be conveyed to students within ten (10) university business days.
- A. The student will be notified of their dismissal from the Program via a meeting or telephone call and a formal letter from the Program in Physical Therapy. A meeting with the student will be scheduled, if possible.
- V. At the point when students move to full-time clinical experiences, the Director of Clinical Education will become the point person for violations of professional behavior in the clinic and will follow the processes outlined above. The designated faculty member of the Student Affairs Committee will remain the point person for violations of professional behavior in didactic courses. All parties including the Director of Clinical Education, the designated faculty member of the Student Affairs Committee and the student in question will be required to have consistent communication as the student engages in classroom and/or clinic experiences.
- VI. Egregious Behaviors: Examples of egregious behaviors include but are not limited to the following:
- Endangering another individual
 - Allegations of violations of academic integrity
 - Fabrication/falsification of patient or research records
 - Extreme disrespectful actions/words toward another individual

The individual who experienced the egregious behavior must report this behavior to the designated faculty member. The individual must either meet with the designated faculty member in person or submit their account of the behavior in writing to the designated faculty member.

If a student is found to have displayed an egregious behavior the student will be subject to probation, suspension, or dismissal from the Program. The outcome decision will be made by the majority of the Student Affairs Committee.

Appeal Process:

Definition: The student has the right to appeal dismissal from the Program in Physical Therapy.

Process:

1. Program Appeal: A full description of the appeal process is available in the Progressions Committee Procedures document. If the student chooses to appeal the professional behavior dismissal, the process includes:
 - a. The appeal request must be made in writing to the Progression Committee Chairperson within two university business days following program dismissal notification.
 - b. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted their behavior.
 - c. The appeal is heard by the Program in Physical Therapy Progressions Committee. The Committee makes a decision regarding the student's appeal following the Progressions Committee's policies and procedures.
 - d. The decision regarding the student's appeal is communicated to the student following the Progressions Committee's policies and procedures.

2. Doisy College of Health Sciences Grievance Policy: The student can file a grievance with the Dean of the Doisy College of Health Sciences on completion of all program processes on the following grounds:
 - a. Program policies were not followed
 - b. The student was not informed of the program policies
 - c. No appeal was allowed
 - d. Procedural infractions occurred

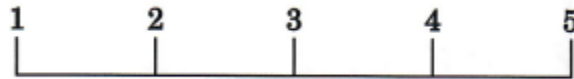
Dissatisfaction with the Progressions Committee decision is not grounds for appeal. If the student believes their case meets the requirements (listed in a. through d. above), they should follow the process that is described in the Doisy College of Health Sciences Grievance Policy.

Appendix A: Academic Professional Behavior Assessment (APBA)

Physical Therapy faculty and clinicians nationally agree that development and assessment of professional behaviors should be an important part of the physical therapy curriculum. The purpose of this checklist is to effectively measure and provide feedback about behaviors that will influence an individual's ability to meet expected role requirements as a student and an entry-level professional physical therapist. The professional behaviors presented below are not meant as a portrayal of personality but as the necessary abilities required for professional clinical performance.

This assessment will be completed by instructors at the midterm and end of each semester and can be used to determine course grades that relate to professional behavior. Results from all course instructors will be combined and documented to serve as a tool to monitor student professional development over time. As necessary, students will receive advising regarding their professional behavior from their academic advisor.

Students will be evaluated according to the following 5-point scale:



Students are evaluated according to the following 5-point scale:

- 1 - rarely demonstrates ability
- 2 - demonstrates occasionally, needs substantial improvement
- 3 - not entry-level, but making steady progress, requires minimal cues (responds to feedback, progressing)
- 4 - entry-level, demonstrates consistency
- 5 - exceeds entry level competency

It is expected that students will progress to a level of "3" or "4" by the beginning of their 1st Full-time Clinical Experience. If the student fails to meet acceptable professional levels indicated by more than 1 instructor per semester per year, please refer to the policy above.

I. Professionalism

In academic/clinical work the student ...

Yes / No

- Dresses appropriately and projects a professional image
- Abides by set policies and procedures
- Shows respectful verbal communication
- Shows respect for all
- Takes responsibility for actions
- Demonstrates dependability
- Is punctual
- Meets deadlines
- Acts ethically

Overall Professionalism (type number here or mark on line below):



Comments:

II. Problem Solving

In academic/clinical work the student ...

Yes / No

- Critiques their own skills
- Applies feedback
- Implements solutions
- Appropriately reconciles differences of opinion
- Deliberates the consequences of a solution
- Accepts designated workload without complaint
- Gives constructive feedback

Overall Problem Solving (type number here or mark on line below):

A horizontal line with five vertical tick marks. Above each tick mark is a number: 1, 2, 3, 4, and 5 from left to right.

Comments:

III. Effective Use of Time and Resources

In academic/clinical work the student ...

Yes / No

- Creatively uses resources
- Coordinates schedule effectively
- Budgets time effectively

Overall Effective Use of Time and Resources (type number here or mark on line below):

A horizontal line with five vertical tick marks. Above each tick mark is a number: 1, 2, 3, 4, and 5 from left to right.

Comments:

IV. Interpersonal Skills

In academic/clinical work the student ...

Yes / No

- Demonstrates active listening
- Engages in tasks equally with others
- Initiates appropriate verbal communication
- Uses nonverbal communication that is consistent with the intended message
- Motivates others
- Presents information in a logical articulate manner
- Demonstrates a positive attitude towards learning

Overall Interpersonal Skills (type number here or mark on line below):

A horizontal line with vertical tick marks at each integer from 1 to 5. The numbers 1, 2, 3, 4, and 5 are printed above their respective tick marks.

Comments:

V. Working Relationships

In academic/clinical work the student ...

Yes / No

- Receives feedback without defensiveness
- Demonstrates flexibility
- Shows effective collaboration to accomplish tasks
- Demonstrates the ability to work well with colleagues

Overall Working Relationships (type number here or mark on line below):

A horizontal line with vertical tick marks at each integer from 1 to 5. The numbers 1, 2, 3, 4, and 5 are printed above their respective tick marks.

Comments:

Dorsey, LL, Kelly, PV, Luetkemeyer, PB, Lojovich, JM. Use of an Academic Professional Behavior Assessment and Intervention to Promote Professional Socialization. *Journal of Allied Health*, 47(3):210- 217a, 2018.

This tool also is loosely based on the following:

May, et al. Model for Ability-Based Assessment in Physical Therapy Education. *J PhysTherapy Ed*. 1995;9;3-6.

Jette, D., Portney, L. Construct Validation of a Model for Professional Behavior in Physical Therapy Students. *Phys Ther* 2003,1,3; 432-442.

University of Florida Dept. of Physical Therapy. Professional Abilities.

May WW, Kontney Land Inglarsh A. Professional Behaviors for the 21st Century 2009-2010. Unpublished work.

Appendix B: Documentation

1. The Student Affairs staff member will save the returned spreadsheet in T:\Allied Health Professions\PT\PTshare\STUDENTS\PT STUDENT FILES\[cohort]. The correct cohort folder will be chosen and placed in the Professional Behavior Assessment Spreadsheet Folder under the correct semester.
2. Designated location for the APBA form: T:\Allied Health Professions\PT\PTshare\STUDENTS\PT STUDENT FILES\[cohort]\[student name]\Mentoring-Counseling

Revised 09//2021

Student Responsibilities

Receipt of Policies and Procedures

Each student must sign the “Receipt of Policies and Procedures” form at least once per academic year. This indicates the student’s knowledge of policy location and acknowledgement of his or her responsibility to read through the policies and procedures of the Program in Physical Therapy. The acknowledgement reads as follows:

- *I have attended an informational session or viewed an online recording regarding the Student Handbook of the Program in Physical Therapy. I understand the Student Handbook is available to view on the Internet. I recognize it is my responsibility to be familiar with these policies and to review them every year. If questions or problems arise regarding these policies, I should contact my faculty mentor.*

Reviewed 08/2021

Physical Therapy Course Fees

Semester course fees may be assessed based on printing and/or other course materials needed. Course fees are assessed each semester through Student Financial Services and students are responsible for paying course fees as well as tuition and any other fees assessed by the University.

Reviewed 08/2021

Course and Instructor Evaluation

Faculty and students share the responsibility and accountability for the teaching and learning experiences at Saint Louis University. Therefore, students are given the opportunity to provide constructive anonymous evaluations of individual courses and faculty in the Program in Physical Therapy. This feedback is provided to the faculty member and the chair/program director for the Program in Physical Therapy purposes of faculty and course development and promotion/tenure decisions. Course and core faculty evaluations for all non-clinical education courses are completed for each course at the end of the semester in which the course is taught. Adjunct faculty evaluations are completed based on procedures determined by the Program in Physical Therapy. Students are encouraged to provide additional feedback as requested by the core faculty members.

Reviewed 08/2010

Class Cancellation

The Program in Physical Therapy follows the University class cancellation policy for all class and laboratory sessions. Students can call (314) 977-SNOW (977-7669) for up-to-date information on the status of classes during any emergency situation. In the event of an individual class cancellation, a good faith effort will be made to contact students via Saint Louis University e-mail.

The cancellation of clinical time due to an emergency situation (i.e. weather conditions, power outages) is at the discretion of the student's clinical instructor. Students must contact their clinical instructors to determine if the situation will alter the normal clinical schedule. For additional information, see the Clinical Education policies.

Reviewed 08/2021

Transportation

Students must take the University shuttle or provide their own transportation to the Doisy College of Health Sciences. Students must provide their own transportation to off-site labs, and to clinical experiences. Students should be aware of and follow the University's parking regulations. See the University web page for regulations, University shuttle routes, and parking permit information. Students are expected to plan their transportation to arrive to class, lab or clinical experiences on time.

If a student has a safety concern on campus the Department of Public Safety will provide a ride. The phone number is 977-RIDE.

Reviewed 08/2021

Address and Phone Updates

It is the student's responsibility to update their phone numbers and addresses in Banner. It is important that students contact the University Registrar's office to change their cell phone number and current home address/phone number.

Reviewed 08/2021

Student Activity Form

Each student is responsible for their "Student Activity Form" which documents their involvement in extracurricular activities including service and clubs/organizations, leadership, employment, tutoring/teaching assistants, research activities, and awards/recognitions. Each student is responsible for updating their record each semester beginning in the freshman year. This document is used as a resource for faculty and students in scholarship applications, determination of awards/recognitions letters of recommendation, and resume preparation.

Employment

While the faculty recognizes the importance of employment for the student's financial welfare, the student's primary responsibility is to his or her academic career. This responsibility includes a priority given to appropriate and timely class attendance and completion of course assignments. Employment responsibilities are to be considered secondary.

A student who is employed by a physical therapy department will not be assigned to that department for clinical experiences. Students may not display their Saint Louis University identification card or their SLU clinic name badge in clinical settings outside of their Clinical Education assignments.

Reviewed 08/2021

Safety

The Program in Physical Therapy is committed to the safety of the students. Safety is a collaborative effort by the faculty and students. Students must adhere to course policies regarding safety as well as the following issues as related to safety in the classroom and lab:

1. Students are required to report any equipment that are malfunctioning so that the instructor can tagged for repair.
2. Unsafe behavior both in and out of class/lab will not be tolerated. Students who demonstrate unsafe or disruptive behaviors may be asked to leave the class/lab and may be subject to a professional behavior sanction.
3. Students are required to dress in attire which does not interfere with academic activity. Students should refer to each course syllabus to determine the appropriate attire for a specific academic activity.
4. Appropriate safety measures are required during gait/balance activities.
5. Students are responsible for prompt reporting of any acute adverse health event (injury or illness) associated with a Program in Physical Therapy class or lab session to a course instructor or, in the event of an adverse health event during a clinical experience, to the director of clinical education. Depending on the nature of the event, an incident report may be necessitated. For access to this form, contact the assistant director of the Program in Physical Therapy or the director of clinical education (DCE). If this form is not available, students must download the General Liability form from the current PT Clinical Education Blackboard page.

6. It is the responsibility of the student to report relevant health information if it results in the student not being able to perform a lab activity. At the discretion of the faculty member, a written note from a physician may be required outlining activity precautions and guidelines. Students should ask for consent from their class partners and be knowledgeable regarding contraindications and precautions for procedures. Student “patients” should be proactive in protecting themselves and others.
7. Students are asked to keep classroom/lab traffic areas free of personal belongings. Traffic areas also should be clear of unnecessary equipment, supplies, electrical cords, water spills, and so on. Students are expected to clean up their area after a procedure is completed.
8. Students will be instructed on the proper storage of lotions, gels, adhesives, and other topical agents to minimize contamination, drying or premature aging of the substance. It is the responsibility of the student to notify the course instructor and the Office of Disability Services of allergies or reactions to these products.
9. To provide an optimal learning environment which is safe, clean, and comfortable, students are expected to participate in routine lab cleaning procedures following the completion of each lab. Procedures are posted in each of the labs and performed by students at the completion of each lab. Cleaning materials are stored in the lab with labels. Material Safety Data Sheets for hazardous chemicals are available in each lab.
10. “Universal Precautions” is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for blood-borne pathogens. Gloves and masks are available for use to clean up any bodily fluids that may contaminate equipment or supplies.
11. Failure to comply with proper safety procedure may result in a professional behavior sanction.
12. Course coordinators may implement other safety precautions.

Reviewed 08/2021

CPR and First Aid Certification

In order to meet the requirements for clinical sites, CPR certifications must be completed by the end of the fall semester, professional year I. It is the student’s responsibility to maintain CPR certification throughout the Professional Phase of the Program in Physical Therapy. Students are strongly encouraged to secure certification through the American Heart Association (AHA) but will accept certification from other sources such as the American Red Cross. If a clinical site does require CPR certification through AHA, it will be the responsibility of the student to secure this certification if not already certified. Special circumstances may require annual

certification due to individual clinical site requirements. The CPR course must include the review and in-person performance of skills for infants, children, and adults. Full on-line certifications are not acceptable. It is the student's responsibility to complete, pay for, and upload documentation of these certifications to the clinical education database. . Students with expired CPR will not be allowed to enter the clinic or continue on a clinical placement. First Aid Certification is recommended, but not required unless specified by a clinical site.

Last Revised 08/2021

Physical Examination

In order to meet the requirements for clinical sites, proof of a current physical examination must be submitted by the end of the fall semester, professional year I. The packet includes a health history, physical examination results, and immunization records including Hepatitis B vaccination and a 2-step TB skin test. Students may be required to obtain titer results to confirm immunization based on specific site requirements. It is the student's responsibility to arrange an appointment with their physician and upload a completed Student Health Record to the clinical education database. In subsequent semesters, the medical information required may vary depending on the requirements of a student's clinical sites. All students are required to complete at least an annual test for tuberculosis (TB) through either a tuberculin skin test or QuantiFERON Gold TB test by the end of the fall semester, professional year I. In subsequent years, students must obtain an annual test for TB during the professional phase of the Program in Physical Therapy. Students with positive tuberculin skin test or QuantiFERON Gold TB test results will be required to complete an annual system review with the Student Health nurse at SLU. Each student is responsible to review the requirements of each clinical location they are assigned and meet any additional requirements of the facility. Failure to complete all physical examination requirements of the Program in Physical Therapy and clinical sites may result in the inability of the student to successfully progress in the Program in Physical Therapy.

Last Revised 08/2021

Criminal Background Check and Drug Screening

A mandatory Criminal Background Check must be completed for each student during the fall semester, Senior/Professional Year I. The Director of Clinical Education will provide directions on the process to complete the Criminal Background Check. The student is responsible for the cost of the Criminal Background Check. The Criminal Background Check must be completed prior to the start of the first clinical experience. Additional Criminal Background Checks may be required later in the Program in Physical Therapy depending on the requirements of clinical sites.

Adverse findings on a Criminal Background Check may limit or prohibit a student from participating in clinical experiences depending on the offense and clinical site requirements. Inability to participate in clinical experiences due to adverse

findings on the Criminal Background Check will result in the inability of the student to successfully progress in the Program in Physical Therapy.

Drug screening may be required prior to the start of a clinical experience depending on the individual requirements of clinical sites. Students assigned to a clinical site which requires the verification of a negative drug screen prior to the start of a clinical experience must complete this based on directions from the Director of Clinical Education. Students are responsible for the cost of the drug screen.

Last Reviewed 08/2021

Health Insurance

Saint Louis University requires all full-time undergraduate, graduate and professional students, including medical students, to have basic health insurance. Information on university health plan enrollment and waivers is at: <https://www.slu.edu/life-at-slu/student-health/uhp/enrollment-waivers.php> Students must upload a copy of the front and back of the health insurance card to the clinical education database. Please see the clinical education handbook for complete details.

Last Reviewed 08/2012

Malpractice Insurance

Students are covered by Saint Louis University malpractice insurance for all forms of clinical practice. All students must complete acknowledgement of the scope of practice guidelines as well as training on the Critical Incident Form.

Reviewed 08/2021

HIPAA and OSHA Bloodborne Pathogens policy

All students in the professional phase of the Program in Physical Therapy will complete Health Information Portability and Accountability Act (HIPAA) and Occupational Safety and Health Administration (OSHA) training annually beginning with professional year I. This will be coordinated by the department administrative person assigned to clinical education. Students are expected to follow HIPAA and OSHA guidelines during all patient/client encounters.

Last Reviewed 8/2021

Policy for Use of Information Other Than Protected Health Information Obtained from Clinical Sites

Information obtained by students or faculty from external sources is a matter of academic integrity. Examples of this type of information would include, but are not limited to, home exercise programs, rehabilitation protocols, instructions for equipment use, and administrative policies and procedures. Sources of information used should be cited on the document and/or in any formal presentation.

Reviewed 08/2021

Student Locker Use Policy

The Doisy College of Health Sciences provides a limited number of lockers for student use during the day. Students put their own lock on the locker during use. The lock and items must be removed at the end of each day. Students found not in compliance with this policy may find their locks cut and items removed.

Reviewed 08/2021

Student Confidentiality Agreement

Each year, students will be asked to sign a Student Confidentiality Agreement form that states the following:

- *I have been asked by the Program in Physical Therapy at Saint Louis University to abide by the Generic Abilities as they relate to maintaining the confidentiality of all information. I understand that the Program in Physical Therapy reminds its students of their confidentiality obligation on a periodic basis to help ensure compliance.*
- *I agree to maintain confidentiality of all information, data and the like in electronic, paper, or verbal form that is considered by the Program in Physical Therapy to be private and confidential. Such information includes, but is not limited to, information contained within the individual file folders located in the locked file cabinet of the Department's reception area, test/quiz scores, laboratory practical results, health information, criminal background checks, and transcripts. I agree not to reveal, disclose or otherwise allow any other person(s) to gain access, directly or indirectly, to confidential information.*
- *I understand that I will be subject to disciplinary action if I violate this Confidentiality Agreement. Disciplinary action may include dismissal from the Program in Physical Therapy. By my confirmation below, I commit to maintaining confidentiality.*

Reviewed 08/2021