



Saint Louis University
Program in Physical Therapy
STUDENT HANDBOOK
Class of 2025

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 misconduct (e.g., sexual assault, sexual harassment, 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 (or that person's equivalent on your campus) 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 contact 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. For most students on the St. Louis campus, the appropriate contact is Anna R. Kratky (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. To view SLU's sexual misconduct policy, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> and <https://www.slu.edu/general-counsel>.

from SLU Website August 2019

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 (UCC): 2/27/18

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

Student Success Center Statement

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 are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit www.slu.edu/success to learn more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning).

Last Reviewed 07/2018

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 Office of Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@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 Disability Services 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 Disability Services. 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 08/2019

University Writing Services

We encourage you 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, contact the Student Success Center at writing@slu.edu or the Student Success Center at 314-977-3484.

Last Reviewed 07/2018

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 08/2019

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

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
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

TERM/ ABBREVIATION	DESCRIPTION
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 his/her 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.

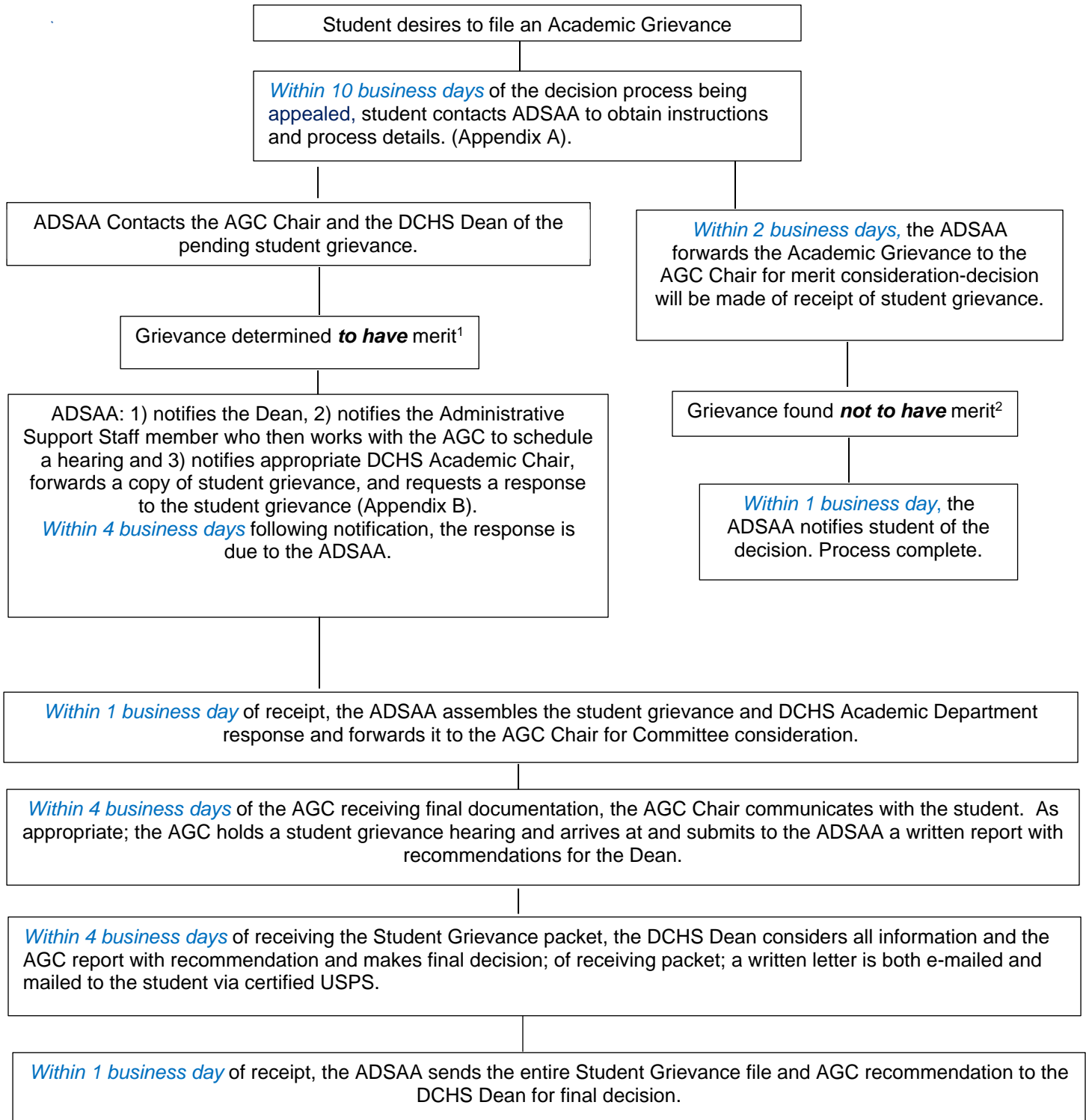
Process in the Event of a Student Grievance

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 his/her 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 be a leader in the profession, serving humanity and optimizing movement through transformative research, education, and clinical practice.

Last Revised 09/2016

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 evidence-based. Through scholarly and clinical endeavors, we add knowledge and insight to education and health care focused on optimizing movement.

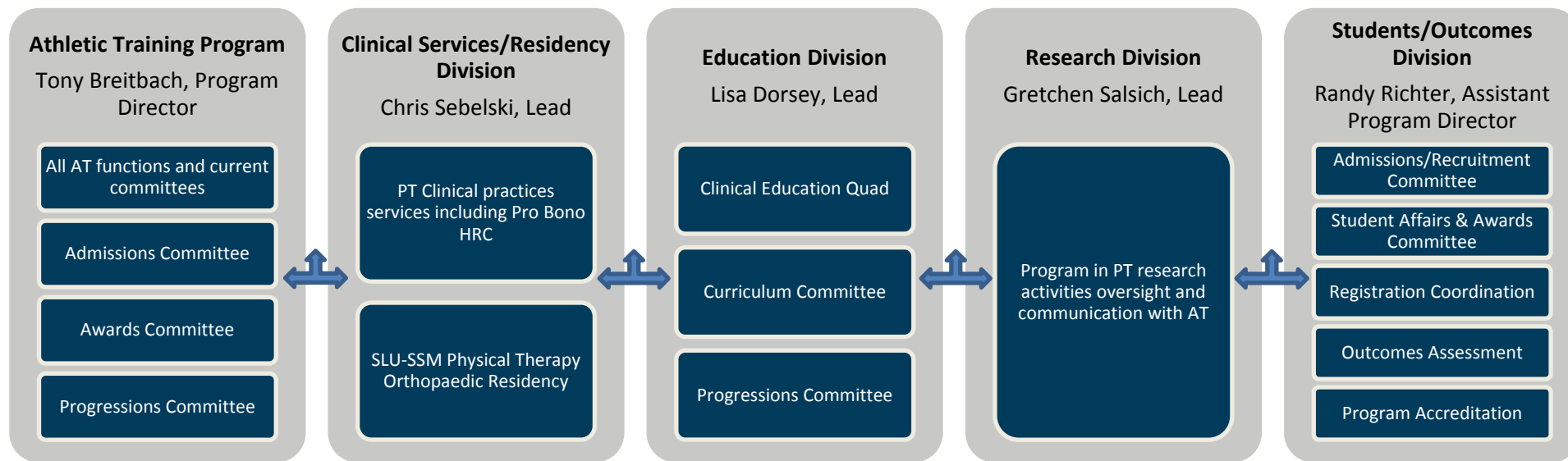
Last Revised 09/2016

Department of Physical Therapy and Athletic Training

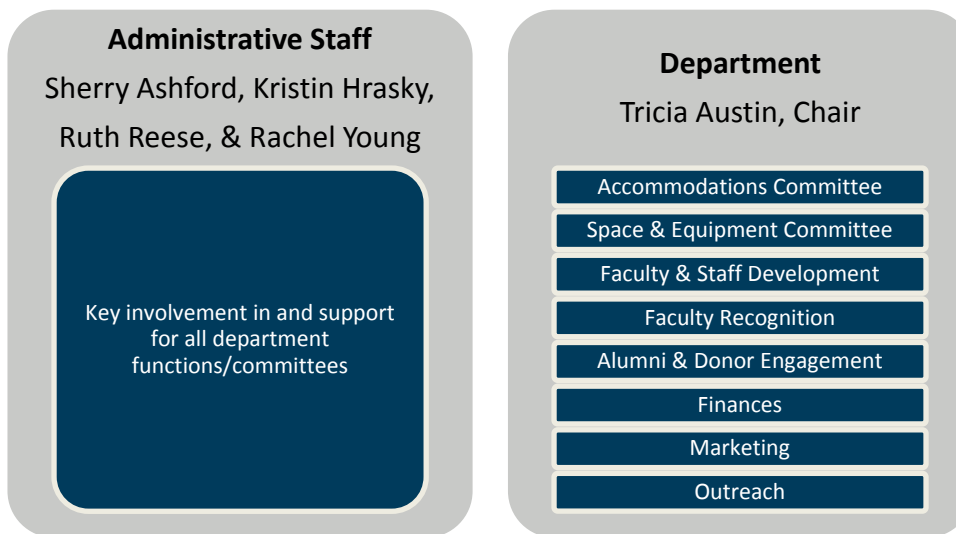
Chair, Tricia Austin, PT, PhD, ATC

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 09/2016

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 Revised 09/2016

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 09/2019

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 PT 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.

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 SLU Program in PT 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.

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).

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.

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.

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 fulltime tuition for fall and spring semesters of each academic year. The final semester of the program, which includes full time clinical experiences, is billed on a per credit hour basis, provided the total number of credit hours for the semester remains below 12. In addition to the tuition fees for the normal academic year, students should expect to pay tuition for coursework for two summers, which is also billed on a per credit hour basis. Students are advised that tuition and fees may increase each year.

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.

Faculty and Staff Directory

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

Core Faculty

Tricia Austin, PT, PhD, ATC, Chair*	tricia.austin
Carol Beckel, PT, PhD, Director of Clinical Education	carol.beckel
Mary Jo Davenport, PT, PhD	maryjo.davenport
Lisa Dorsey, PT, PhD, MBA, Education Division Lead	lisa.dorsey
Jill Fitzgerald, PT, DPT, GCS, CEEAA	jill.fitzgerald
Ethel Frese, PT, DPT, CCS, FAPTA	ethel.frese
Dave Gutekunst, PhD	dave.gutekunst
Kelly Hawthorne, PT, DPT, GCS, CEEAA	kelly.hawthorne
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Olu Owoeye, PT, MS, PhD	olu.owoeye
Randy R. Richter, PT, PhD, Assistant Program Director	randy.richter
Gretchen Salsich, PT, PhD, Research Division Lead	gretchen.salsich
Chris Sebelski, PT, DPT, PhD, OCS, Clinical Services/Residency Division Lead	chris.sebelski
Barb Yemm, PT, DPT, OCS	barb.yemm

Clinical Staff

Karen Vespa, PT, OCS	karen.vespa
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Department Administrative Office Staff

Sherry Ashford	sherry.ashford
Kristin Hrasky	kristin.hrasky
Ruth Reese	ruth.reese
Rachel Young, Clinical Education Program Coordinator	rachel.young

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: sl_u_pt;

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 she/he 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.

Last Revised 07/2019

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.

Last Revised 09/2016

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

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.

Last Revised 08/2014

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 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. 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 Rotations IA, IB, IIA or IIB may result in a delay in that clinical experience or rotation.
 - 2.5.3. The student will not start Clinical Rotation 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 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 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
 - 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 Registrar's Office 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. The student is required to take all courses in the DPT curriculum outline except DPT 1111.
 - 6.2.3. 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.*
 - 6.2.3.1. 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 outline except DPT1111.
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 Education 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 Education 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 & education division lead).
8. Time to Complete the BSES/DPT degree
- 8.1. A student entering the Program in PT 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 PT 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 or
 - 5) documented extenuating circumstances.
- 8.4. If a student requests an extension of time to complete the BSES and/or DPT degree as a result of withdrawal from a required course or extenuating circumstances, the request must be approved by the Program in Physical Therapy progressions committee.
- 8.5. The request for an extension of time must be made in writing and include a justification for the request and supporting documentation. The program progressions committee meets, at minimum, one time per semester, typically the week after grades are due per the University schedule. The student should contact the chairperson of the progressions committee for the upcoming meeting date. The student is responsible for submitting the request to the progressions committee chairperson prior to the upcoming meeting date.

Last revised 11/2015

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

Last Revised 11/2015

Appendix A: 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 (30 DPT course credits are required)

Last Revised 11/2015

DOCTOR OF PHYSICAL THERAPY

FRESHMAN ENTRY

PRE-PROFESSIONAL PHASE[†]

Freshman Year Fall Semester		
Course Number	Course Name	Hours
BIOL 1240	Principles of Biology I	3
BIOL 1245	Principles of Biology I Laboratory	1
CHEM 1083*	Principles of Chemistry I	3
CHEM 1085*	Principles of Chemistry I Laboratory	1
DPT 1111	Student Development I	1
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
XXXX 1010	Modern Foreign Language	3
Total		15

*CHEM 1110/1115 may be taken in place of CHEM 1083/1085.

Freshman Year Spring Semester		
Course Number	Course Name	Hours
CHEM 1483**	Principles of Chemistry II	3
CHEM 1485**	Principles of Chemistry II Laboratory	1
DPT 1212	Student Development II	1
IPE 1100	Intro to Interpr Health Care	1
MATH 1400	Pre-Calculus	3
PHIL 1050	Intro to Philosophy: Self and Reality	3
THEO 1000	Theological Foundations	3
Total		15

**CHEM 1120/1125 may be taken in place of CHEM 1483/1485.

Sophomore Year Fall Semester		
Course Number	Course Name	Hours
DPT 2113	Student Development III	1
IPE 4200	Applied Decision-Making in Interprof Practice	3
PHIL 2050	Ethics	3
PHYS 1220 [‡]	General Physics I with Laboratory	4
PPY 2540	Human Physiology	4
PSY 1010	General Psychology	3
Total		18

[‡]PHYS 1310/1320 may be taken in place of PHYS 1220.

Sophomore Year Spring Semester		
Course Number	Course Name	Hours
ANAT 1000	Basic Human Anatomy	3
DPT 2214	Student Development IV	1
IPE 3500	Health Care Systems & Health Promotion	3
PHYS 1240 ^{**}	General Physics II with Laboratory	4
PSY 4390	Abnormal Psychology	3
XXXX RQ	Elective	3
Total		17

^{**}PHYS 1330/1340 may be taken in place of PHYS 1240.

Junior Year Fall Semester		
Course Number	Course Name	Hours
ENGL 2000-3900	Literature	3
HIST RQ	History Elective	3
THEO RQ	Theology Elective	3
XXXX RQ	Fine Arts Elective	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
Total		18

Junior Year Spring Semester		
Course Number	Course Name	Hours
DPT 3230	Exercise Physiology	3
IPE 4900	Integrative Interprofess Practicum Experience	2
STAT 1100	Introduction to Statistics	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
Total		17

DOCTOR OF PHYSICAL THERAPY

FRESHMAN ENTRY/STUDENTS ENTERING WITH A BACHELOR'S DEGREE PROFESSIONAL PHASE⁺

Professional Year 1 Summer Session		
Course Number	Course Name	Hours
ANAT 4000	Human Gross Anatomy	6
DPT 4021	Kinesiology I	2
Total		8

+Required for students entering with a bachelor's degree.

Professional Year 1 Fall Semester		
Course Number	Course Name	Hours
DPT 4122	Kinesiology II	3
DPT 4125	Therapeutic Modalities	3
DPT 4127	Basic Exam	3
DPT 4131	Survey of Disease	3
DPT 4146	Developmental Biology	3
DPT 5132	Pharmacology	1
DPT 5133	Lab Studies & Imaging	2
Total		18

Professional Year 1 Spring Semester		
Course Number	Course Name	Hours
ANAT 4300	AHP Neurosciences	5
DPT 4226	Therapeutic Exercise	2
DPT 4228	Basic Procedures	2
DPT 4241	Clinical Research and Design	2
DPT 4247	Human Growth and Development	3
DPT 4276	Documentation	1
DPT 4290	Skills Practicum	1
DPT 5261	Musculoskeletal Conditions I	2
Total		18

Professional Year 2 Fall Semester		
Course Number	Course Name	Hours
DPT 5123	Clinical Gait	2
DPT 5134	Multi-System Management	3
DPT 5135	Cardiopulmonary Conditions	3
DPT 5137	Aspects of Nutrition in PT	2
DPT 5142	Evidence Based Practice	2
DPT 5149	Applied Neuroscience	2
DPT 5162	Musculoskeletal Conditions II	3
Total		17

Professional Year 2 Spring Semester		
Course Number	Course Name	Hours
DPT 5215	Professional Development I	2
DPT 5218	Components of Effective Communication and Teaching	3
DPT 5251	Neurological Conditions I	4
DPT 5263	Musculoskeletal Conditions III	4
DPT 5271	Patient Management I	3
DPT 5291	Clinical Rotation I A	2
Total		18

Professional Year 3 Summer Session		
Course Number	Course Name	Hours
DPT 6072	Patient Management II	1
DPT 6077	Departmental Administration	2
DPT 6091	Clinical Rotation I B	2
DPT 6092	Clinical Rotation II A	2
Total		7

Professional Year 3 Fall Semester		
Course Number	Course Name	Hours
DPT 6116	Professional Development II	2
DPT 6124	Biomechanical Interventions	3
DPT 6138	Concepts of Wellness	1
DPT 6152	Neurological Conditions II	2
DPT 6164	Musculoskeletal Conditions IV	3
DPT 6173	Patient Management III	2
DPT 6178	Applied Administration & Management	2
DPT 618X	Optional PT Elective	(1)
DPT 6192	Clinical Rotation II B	2
Total		17/18

Professional Year 3 Spring Semester		
Course Number	Course Name	Hours
DPT 6293	Clinical Rotation III	4
DPT 6294	Clinical Rotation IV	3
Total		7

DOCTOR OF PHYSICAL THERAPY
FRESHMAN ENTRY HONORS PROGRAM OPTION
PRE-PROFESSIONAL PHASE[†]

Freshman Year Fall Semester		
Course Number	Course Name	Hours
BIOL 1240	Principles of Biology I	3
BIOL 1245	Principles of Biology I Laboratory	1
CHEM 1083*	Principles of Chemistry I	3
CHEM 1085*	Principles of Chemistry I Laboratory	1
DPT 1111	Student Development I	1
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
^Δ HR 1900	Crossroads: Intro to Honors	3
XXXX 1010	Modern Foreign Language	3
Total		18

*CHEM 1110&1115 may be taken in place of CHEM 1083/1085.

Freshman Year Spring Semester		
Course Number	Course Name	Hours
CHEM 1483**	Principles of Chemistry II	3
CHEM 1485**	Principles of Chemistry II Laboratory	1
^Δ DPT 1212 (X-HR 4850)	Student Development II	1
MATH 1400	Pre-Calculus	3
^Δ PHIL 1050	Intro to Philosophy: Self and Reality	3
^Δ THEO 1000	Theological Foundations	3
^Δ IPE 1100	Intro to Interprofessional Health Care	1
XXXX 1020	Modern Foreign Language	3
Total		18

** CHEM 1120/1125 may be taken in place of CHEM 1483/1485.

^ΔHonors Curriculum

Sophomore Year Fall Semester		
Course Number	Course Name	Hours
^Δ DPT 2113	Student Development III	1
^Δ IPE 4200	Applied Decision-Making in Interprofessional Practice	3
PHIL 2050	Ethics	3
PHYS 1220 [‡]	General Physics I	4
PPY 2540	Human Physiology	4
PSY 1010	General Psychology	3
Total		18

[‡]PHYS 1310/1320 may be taken in place of PHYS 1220.

Sophomore Year Spring Semester		
Course Number	Course Name	Hours
ANAT 1000	Basic Human Anatomy	3
^Δ DPT 2214	Student Development IV	1
^Δ IPE 3500	Health Care Systems & Health Promotion	3
PHYS 1240 ^{**}	General Physics II	4
PSY 4390	Abnormal Psychology	3
XXXX RQ	Elective	3
Total		17

^{**}PHYS 1330/1340 may be taken in place of PHYS 1240.

Junior Year Fall Semester		
Course Number	Course Name	Hours
ENGL 2000-3900	Literature	3
HIST RQ	History Elective	3
THEO RQ	Theology Elective	3
XXXX RQ	Fine Arts Elective	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
Total		18

Junior Year Spring Semester		
Course Number	Course Name	Hours
DPT 3200	Junior Residency	0
DPT 3230	Exercise Physiology	3
^Δ IPE 4900	Integrative Interprofessional Practicum Experience	2
STAT 1100	Introduction to Statistics	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
Total		17

DOCTOR OF PHYSICAL THERAPY
FRESHMAN ENTRY HONORS PROGRAM OPTION
PROFESSIONAL PHASE

Professional Year 1 Summer Session		
Course Number	Course Name	Hours
ANAT 4000	Human Gross Anatomy	6
DPT 4001	Professional Residency I	0
DPT 4021	Kinesiology I	2
Total		8

Professional Year 1 Fall Semester		
Course Number	Course Name	Hours
DPT 4102	Professional Residency II	0
DPT 4122	Kinesiology II	3
DPT 4125	Therapeutic Modalities	3
DPT 4127	Basic Exam	3
[^] DPT 4131 (HR 4960)	Survey of Disease	3
DPT 4146	Developmental Biology	3
DPT 5132	Pharmacology	1
DPT 5133	Lab Studies & Imaging	2
Total		18

Professional Year 1 Spring Semester		
Course Number	Course Name	Hours
ANAT 4300	AHP Neurosciences	5
DPT 4203	Professional Residency III	0
DPT 4226	Therapeutic Exercise	2
DPT 4228	Basic Procedures	2
DPT 4241	Clinical Research and Design	2
DPT 4247	Human Growth and Development	3
DPT 4276	Documentation	1
[^] DPT 4290	Skills Practicum	1
[^] DPT 5261	Musculoskeletal Conditions I	2
Total		18

Professional Year 2 Fall Semester		
Course Number	Course Name	Hours
DPT 5123	Clinical Gait	2
DPT 5134	Multi-System Management	3
DPT 5135	Cardiopulmonary Conditions	3
DPT 5137	Aspects of Nutrition in PT	2
DPT 5142	Evidence Based Practice	2
DPT 5149	Applied Neuroscience	2
DPT 5162	Musculoskeletal Conditions II	3
Total		17

Professional Year 2 Spring Semester		
Course Number	Course Name	Hours
DPT 5215	Professional Development I	2
DPT 5218	Components of Effective Communication and Teaching	3
DPT 5251	Neurological Conditions I	4
DPT 5263	Musculoskeletal Conditions III	4
DPT 5271	Patient Management I	3
DPT 5291	Clinical Rotation I A	2
Total		18

Professional Year 3 Summer Session		
Course Number	Course Name	Hours
DPT 6006	Professional Residency VI	0
DPT 6072	Patient Management II	1
DPT 6077	Departmental Administration	2
DPT 6091	Clinical Rotation I B	2
DPT 6092	Clinical Rotation II A	2
Total		7

Professional Year 3 Fall Semester		
Course Number	Course Name	Hours
DPT 6116	Professional Development II	2
DPT 6124	Biomechanical Interventions	3
DPT 6138	Concepts of Wellness	1
DPT 6152	Neurological Conditions II	2
DPT 6164	Musculoskeletal Conditions IV	3
DPT 6173	Patient Management III	2
DPT 6178	Applied Administration & Management	2
DPT 6192	Clinical Rotation II B	2
DPT 618X	Optional PT Elective	(1)
Total		17/18

Professional Year 3 Spring Semester		
Course Number	Course Name	Hours
DPT 6293	Clinical Rotation IIII	4
DPT 6294	Clinical Rotation IV	3
Total		7

DOCTOR OF PHYSICAL THERAPY

FRESHMAN ENTRY/PRE-MED OPTION

PRE-PROFESSIONAL PHASE[†]

Freshman Year Fall Semester		
Course Number	Course Name	Hours
BIOL 1240	Principles of Biology I	3
BIOL 1245	Principles of Biology I Laboratory	1
MATH 1510	Calculus I	4
CHEM 1110	General Chemistry I Lecture	3
CHEM 1115	General Chemistry I Laboratory	1
DPT 1111	Student Development I	1
IPE 1100	Intro to Interprofessional Health Care	1
Total		14

Freshman Year Spring Semester		
Course Number	Course Name	Hours
BIOL 1260	Principles of Biology II	3
BIOL 1265	Principles of Biology II Laboratory	1
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
CHEM 1120	General Chemistry II Lecture	3
CHEM 1125	General Chemistry II Laboratory	1
DPT 1212	Student Development II	1
PHIL 1050	Intro to Philosophy: Self and Reality	3
XXXX 1010	Modern Foreign Language	3
Total		18

Sophomore Year Fall Semester		
Course Number	Course Name	Hours
BIOL 3020	Biochemistry & Molecular Biology	3
CHEM 2410	Principles Organic Chemistry I	3
CHEM 2415	Organic Chemistry Lab I	1
DPT 2113	Student Development III	1
PSY 1010	General Psychology	3
THEO 1000	Theological Foundations	3
XXXX 1020	Modern Foreign Language	3
Total		17

Sophomore Year Spring Semester		
Course Number	Course Name	Hours
BIOL 3040	Cell Structure & Function	3
CHEM 2420	Principles Organic Chemistry II	3
CHEM 2425	Organic Chemistry II Lab	1
DPT 2214	Student Development IV	1
IPE 4200	Applied Decision-Making in Interprofessional Practice	3
PHIL 2050	Ethics	3
PSY 4390	Abnormal Psychology	3
Total		17

****NOTE: Students in the Pre-med track must declare to the Program in Physical Therapy Registration Coordinator 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 sophomore year.**

PROGRAM IN PHYSICAL THERAPY
BACHELOR OF SCIENCE IN EXERCISE SCIENCE DEGREE
(Non-DPT Version)

Freshman Year Fall Semester		
Course Number	Course Name	Hours
BIOL 1240	Principles of Biology I	3
BIOL 1245	Principles of Biology I Laboratory	1
CHEM 1083*	Principles of Chemistry I	3
CHEM 1085*	Principles of Chemistry I Laboratory	1
DPT 1111	Student Development I	1
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
IPE 1100	Intro to Interprofessional Health Care	1
XXXX 1010	Modern Foreign Language	3
Total		16

*CHEM 1110&1115 may be taken in place of CHEM 1083.

Freshman Year Spring Semester		
Course Number	Course Name	Hours
CHEM 1483**	Principles of Chemistry II	3
CHEM 1485**	Principles of Chemistry II Laboratory	1
DPT /1212	Student Development II	1
MATH 1400	Pre-Calculus	3
PHIL 1050	Intro to Philosophy: Self and Reality	3
THEO 1000	Theological Foundations	3
XXXX 1020	Modern Foreign Language	3
Total		17

*** CHEM 1120&1125 may be taken in place of CHEM 1483.

Sophomore Year Fall Semester		
Course Number	Course Name	Hours
DPT 2113	Student Development III	1
IPE 4200	Applied Decision-Making in Interprofessional Practice	3
PHIL 2050	Ethics	3
PHYS 1220 [‡]	General Physics I	4
PPY 2540	Human Physiology	4
PSY 1010	General Psychology	3
Total		18

[‡]PHYS 1310&1320 may be taken in place of PHYS 1220.

Sophomore Year Spring Semester		
Course Number	Course Name	Hours
ANAT 1000	Basic Human Anatomy	3
DPT 2214	Student Development IV	1
IPE 3500	Health Care Systems & Health Promotion	3
PHYS 1240 ^{††}	General Physics II	4
PSY 4390	Abnormal Psychology	3
XXXX RQ	Elective	3
Total		17

^{††}PHYS 1330&1340 may be taken in place of PHYS 1240.

Junior Year Fall Semester		
Course Number	Course Name	Hours
ENGL 2000-3900	Literature	3
HIST RQ	History Elective	3
THEO RQ	Theology Elective	3
XXXX RQ	Fine Arts Elective	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
Total		18

Junior Year Spring Semester		
Course Number	Course Name	Hours
DPT 3230	Exercise Physiology	3
IPE 4900	Integrative Interprofessional Practicum Experience	2
STAT 1100	Introduction to Statistics	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
XXXX RQ	Elective	3
Total		17

Senior Year Fall Semester		
Course Number	Course Name	Hours
MAT 5100	Athletic Training Kinesiology	3
DPT 4127	Basic Exam	3
DPT 4131	Survey of Disease	3
DPT 4146	Developmental Biology	3
DPT 5132	Pharmacology	1
DPT 5133	Lab Studies & Imaging	2
Total		15

Senior Year Spring Semester		
Course Number	Course Name	Hours
DPT 4226	Therapeutic Exercise	2
DPT 4241	Clinical Research and Design	2
DPT 4247	Human Growth and Development	3
MAT 5160	Bioenergetics of Athletic Performance	3
MAT 6160	Enhancing Athletic Performance	3
Total		13

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

Subject Area	Course Requirements**
CORE SCIENCES:	Biology 1240/1245
(must be completed before the junior year)	Chemistry 1083/1085 & 1483/1485 (CHEM 1110/1115 and 1120/1125 if premed)
	Physics 1220 & 1240 (1310/1320 and 1330/1340 if premed)
	Human Physiology 2540
	Basic Human Anatomy 1000
	Note: Human Physiology and Basic Human Anatomy must be taken at a 4-year institution
COMPOSITION:	English 1900
HUMANITIES	(3 credits from a pre-approved A&S list of cultural diversity courses. The 3 credits are not a separate requirement but can be included in the required humanities courses listed below, an elective course, or in the courses included in a minor or certificate program.)
History	3 credits
Fine Arts	3 credits
Philosophy	6 credits
Foreign Language	3 credits
Theology	6 credits
Literature	3 credits
MATHEMATICS:	Pre-Calculus MATH1400
STATISTICS: (must be completed before the student may enter the professional phase of the curriculum)	STAT1100 or OPM2070 or MATH1300 or BST 3100
PSYCHOLOGY:	General Psychology 1010 Abnormal Psychology 4390
ELECTIVES:	18 credits (elective credits may be used to complete minor)

Subject Area	Course Requirements**
DPT Courses (must be completed before the student may enter the professional phase of the curriculum)	DPT1111 DPT1212 DPT2113 DPT2214 DPT3230 Exercise Physiology
INTERPROFESSIONAL EDUCATION (IPE) COURSES: (must be completed before the student may enter the professional phase of the curriculum)	IPE1100 IPE3500 IPE4200 IPE4900
*Curriculum is subject to change	
**Students earning the BSES degree are required to earn a minor or complete a special program.	

Appendix C: Requirements for Choosing Pre-professional Phase Courses

1. Fine Arts elective. Any course specified in the college catalog as accepted as a fine arts elective (for Arts and Sciences) will be accepted as a fine arts elective for Physical Therapy. Courses from Study Abroad experiences will be accepted as per the approval of the Program in Physical Therapy registration coordinator.
2. Cultural Competence requirement. Any pre-approved humanities course specified in the University catalog as fulfilling the Arts and Sciences cultural diversity requirement can be used to fulfill the three-hour cultural competence requirement. Study Abroad can be used to fulfill this requirement. This requirement does not require a separate course and can be included in the humanities courses, elective courses or as part of the student's minor special program.
3. Modern or Classical Foreign Language requirement. Students must provide documentation that they have the equivalent of Modern or Classical Foreign Language courses 1010 or 1020 or higher in order to meet the foreign language requirement. The requirement may be met in the following ways:
 - a. Obtain credit on the transcript for courses at 1010 or 1020 level with a grade of C or better.
 - b. Complete a course of a higher level than 1020 with a grade of C or better (thus waiving 1010 and 1020).
 - c. If a SLU Admissions Counselor has determined that English is not a student's primary language, the language requirement is waived.
 - d. Students from bilingual families or who have otherwise mastered a language may obtain verification of fluency in another language through the Department of Modern and Classical Foreign Languages or another credible judge of such fluency as determined by the Program in Physical Therapy Curriculum Committee, such as a source suggested by the College of Arts and Sciences or a local cultural society (i.e. Japan Society of St. Louis).
4. Literature requirement. One course in literature must be one equivalent to ENGL 2000-3900 as listed in the SLU Course Catalog.
5. History requirement. One history course must cover a period of the history of the world, a continent or a country.
6. Philosophy requirement. PHIL 1050 (Introduction to Philosophy: Self and Reality), PHIL 2050 (Ethics)
7. Pre-calculus (MATH 1400). The Pre-Calculus requirement is waived for the student who meets one of 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.
 - b. The student has met an ACT MATH score of 28 or higher in addition to 4 years of high school math (through the level of pre-calculus) with at least a B (3.0) average.
 - c. The student has a Math Index score of 1040 or higher.

8. Science requirements.
 - a. The core science courses are Biology (BIOL 1240/1260), Chemistry I (CHEM1083/1085 or 1110/1115), Chemistry II (CHEM1483/1485 or 1120/1125), Physics I (PHYS1220 or 1310/1320), Physics II (PHYS1240 or 1330/1340), Human Physiology (PPY2540), and Basic Human Anatomy (ANAT 1000).
 - b. CHEM1110/1115, 1120/1125 may be substituted for CHEM1083, 1483.
 - c. PHYS1310/1320 and PHYS1330/1340 may be substituted for PHYS1220, PHYS1240.
 - d. Human Physiology and Basic Human Anatomy must be taken at a 4-year college or university
9. Statistics requirement. STAT1100, OPM2070, MATH1300 or BST3100

Appendix D: Required Interprofessional Education (IPE) Courses

- IPE 1100 Introduction to Interprofessional Healthcare (1 credit)
- IPE 3500 Healthcare Systems and Health Promotion (3 credits)
- IPE 4200 Applied Decision-making in Interprofessional Practice (3 credits)
- IPE 4900 Integrative Interprofessional Practicum Experience (2 credits)

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

1. Requests to waive a course in the professional phase of the curriculum must be sent to the chair of the curriculum committee 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. In order 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 chair of the curriculum committee. 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

Last Revised 05/2019

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.

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 rotations is managed by the clinical education team. (Professional phase mentor may be requested to be involved as deemed necessary by the clinical education team).

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.

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.

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 in order 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 2, 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.

- A student can be on program academic probation for no more than two consecutive semesters at any time during their career at SLU, or no more than a total of three consecutive or non-consecutive semesters while in the professional phase of the Program in Physical Therapy. In these cases, the student is ineligible to continue in the Program in Physical Therapy.
- Rules regarding program academic probation are described in Section IV.

- d. 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 PT 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. 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. For Table 2, the science GPA is defined as follows: The science GPA is the cumulative GPA of the following science courses: Biology (BIOL 1240/1245), Chemistry I (CHEM 1080/1085 or 1110/1115), Chemistry II (CHEM 1480/1485 or 1120/1125), Physics I (PHYS 1220 or 1310/1320), Physics II (PHYS 1240 or 1330/1340), Human Physiology (PPY 2540), and Basic Human Anatomy (ANAT 1000).
 - i. A student must have a science GPA of a 2.70 by the beginning of the fall semester junior year in order to enter the professional phase of the program.
- c. For Table 3, the professional phase GPA is defined as follows:
 - i. For full time students, the professional phase GPA is the cumulative GPA of courses taken to date in the professional phase of the program, calculated at the end of each semester.
 - ii. For students on an individualized curriculum plan, the professional phase GPA at the end of a specific semester is not calculated until all courses in the semester in which a letter grade is posted (based on the full-time program) are completed. Only those courses listed for a given term in the standard curriculum outline are counted for that semester.
- d. Science GPA: To qualify for the professional phase of the program, a student must have a minimum science GPA of 2.70 at the beginning of the fall semester of the junior year.
 - i. The courses included in the science GPA are Biology (BIOL 1240/1245), Chemistry I (CHEM 1080/1085 or 1110/1115), Chemistry II (CHEM 1480/1485 or 1120/1125), Physics I (PHYS 1220 or 1310/1320), Physics II (PHYS 1240 or 1330/1340), Human Physiology (PPYG 2540), and Basic Human Anatomy (ANAT 1000). Grades earned from required science courses taken outside of Saint Louis University are included in the science GPA.

- ii. 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.
- iii. 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.
- iv. The student must maintain this 2.70 science GPA through the end of the junior spring semester, including Exercise Physiology (DPT 3230).

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, he/she 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 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 with a minimum grade of “C or S”. All courses within the student’s individualized curriculum plan must be successfully completed with a minimum grade of “C or S”.
 - 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, she/he 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 the Program Director 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. A student on program academic probationary status for more than two consecutive semesters at any time during the pre-professional and professional phases or a total of any three semesters during the professional phase of the program is dismissed. 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. a minimum of 2.50 professional phase GPA (cumulative from the first three semesters of the professional phase of the program)
 - ii. completed all requirements for a bachelor's degree
 - iii. completed curricular requirements for a minor, certificate, or area of concentration
 - iv. successfully completed all required courses

- VI. Program Academic Graduation Requirements for the Doctor of Physical Therapy Degree

The student must have:

 - a. a minimum of 2.70 cumulative professional phase GPA (cumulative from the eight semesters of the professional phase of the Program in Physical Therapy)
 - 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 his/her 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 his/her appeal in writing to the dean of the college. The dean is the final arbitrator in the grade dispute.
- b. Progression Appeal
 - i. If, by policy, a student is ineligible to progress in the PT curriculum as a result of academic eligibility issues (grade requirement or GPA), the student has the right to appeal progression in the program.
 - ii. Any grade appeal must be completed prior to an appeal regarding progression in the program.
 - iii. The appeal gives the student the opportunity to explain extenuating circumstances or conditions which adversely impacted their academic success.
 - iv. The appeal is heard by the Program in Physical Therapy progressions committee, and the committee makes a decision regarding the student's appeal and communicates it to the Program in Physical Therapy director.
 - v. The Program in Physical Therapy director communicates this final decision to the student.
 - vi. Refer to the Progressions Committee Policies and Procedures (in PT Student and Faculty Handbooks) for detailed information regarding progressions appeals process.
- c. Dismissal Appeal
 - i. If, by policy, a student is dismissed from the Program in Physical Therapy because of GPA or course grade issues, the student has the right to appeal dismissal from the Program in Physical Therapy.
 - ii. Any grade appeal must be completed prior to an appeal regarding progression in the Program in Physical Therapy.
 - iii. The appeal gives the student the opportunity to explain extenuating circumstances or conditions which adversely impacted their academic success.
 - iv. The appeal is heard by the Program in Physical Therapy progressions committee, and the committee makes a decision regarding the student's appeal and communicates it to the Program in Physical Therapy assistant program director.

- v. The Program in Physical Therapy assistant program director communicates this decision to the student.
 - vi. Refer to the Progressions Committee Policies and Procedures (in Program in Physical Therapy Student and Faculty Handbooks) for detailed information regarding ineligibility appeals process.
- VIII Doisy College of Health Sciences Academic Grievance Policy
- a. An academic grievance can be filed with the Doisy College of Health Sciences dean only after a student has gone through all program/departmental processes and believes that
 - i. policies were not followed
 - ii. the student was not informed of the policies
 - iii. no appeal was allowed
 - iv. procedural infractions occurred that significantly impacted the outcome
 - b. If a student believes their case meets these requirements, the process is initiated by sending a formal written letter of appeal to the dean within 10 days of receiving the decision from the program/department. The letter of appeal should review the case and, at minimum, include the following points:
 - i. a description of the complaint
 - ii. the relationship of the grievance to program/departmental policies
 - iii. program/departmental channels already pursued to resolve the grievance
 - iv. results of discussions/actions within the department
 - v. any pertinent documentation
 - vi. a summary of the resolution desired by the student

Policy Revision: The Program in Physical Therapy reserves the right to revise this policy per the approval of the Program in Physical Therapy core faculty, the dean of the Doisy College of Health Sciences, and the General Counsel's office.

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 - 2.79	2.50 - 2.99	2.50 - 2.99	2.70 - 2.99	2.85 – 2.99	NA
Program Probation	< 2.30	2.30 - 2.99	2.30 - 2.99	2.50 - 2.99	2.70 - 2.99	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
Grade Point Average (GPA) Academic Eligibility Rules: 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 ELIGIBILITY (Cumulative Professional GPA)	2.00	2.50	2.50	2.70	2.70	2.70	2.70
Program Dismissal (Cumulative GPA)	NA	< 2.50	< 2.50	< 2.70	< 2.70	< 2.70	< 2.70
Jeopardy (Semester GPA)	2.00– 2.79	2.30 – 2.79	2.30 – 2.79	2.30 – 2.79	2.30 – 2.79	2.30 – 2.79	NA
Program Probation (Semester GPA)	< 2.00	<2.30	<2.30	<2.30	<2.30	<2.30	NA

Notes:

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

The cumulative professional phase GPA is the cumulative GPA of all the courses to date in the professional phase of the DPT curriculum (based on full-time curriculum).

PYI = professional phase year I; PYII = professional phase year II, PYIII = professional phase year III.

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 &/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 appeals are granted or denied.
3. Consider pertinent information when making student progression decisions.
4. Establish conditions for progression in the Program when an appeal 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 student appeal meetings are eligible to vote in the decision regarding the appeal. A designated staff member is assigned to assist the Committee and may be present at student appeal meetings 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.

Progressions Committee Procedures

1. Identification of students who are ineligible to continue full time or subject to Program dismissal. The Associate 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, 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 Associate Program Director will notify the Progressions Committee Chairperson.
2. Student Notification. The Progressions Committee Chairperson sends communication by e-mail to identified students 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, this communication explains the appeal process, and is copied to the faculty mentor, Program Director, Program Registration Coordinator, and the DCHS Associate Dean for Student and Academic Affairs. The Committee Chairperson calls the student to advise that he/she should read the email. The student is asked to acknowledge receipt of this notification by replying to the e-mail.
 - a. For students who are dismissed only: 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 request of an appeal.
 - a. The appeal request must be made to the Progressions Committee Chair within 48 hours following notification of the eligibility issue.
 - b. Students requesting an appeal must complete the Student Progression Appeal Form in advance of the hearing and confirm the form is received by the Progressions Committee Chairperson. See Appendix A.
 - c. The Progressions Committee Chair shall inform the student requesting an appeal of the date of the hearing and the deadline for submitting the Student Progression Appeal Form. This notification will come within 10 working days of the student's request.
 - d. Failure to complete and/or submit the Student Progression Appeal Form by the deadline will result in upholding the change in progression or dismissal.
4. Hearing.
 - a. If a Committee member believes he/she cannot fairly review the evidence and render a decision, that Committee member should recuse himself/herself from the meeting.
 - b. The Progressions Committee Chairperson provides members with a copy of the student's appeal form.

- c. The student or his/her representative cannot attend the hearing in person. The student is requested to be available by phone during the scheduled hearing. Committee members may query the student.
 - i. Audio recordings of the hearing are not allowed.
 - ii. Legal representation during the hearing is not allowed.
5. Decision.
- a. The Committee will discuss the issue and make a majority decision regarding the appeal. Deliberations of the Progressions Committee are confidential.
 - b. The Committee Chairperson will record 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 appeal is granted, the Committee will establish any conditions that the student must meet to maintain academic or professional behavior eligibility.
 - ii. If the appeal 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.
6. Student Notification of Decision.
- a. The Associate Program Director will send notification of the decision by email within 5 working days of the hearing. 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, the Program Administrator, DCHS Associate Dean for Student & Academic Affairs, Program Registration Coordinator, and the Progressions Committee Chairperson.
7. Compliance with Conditions for Progression.
- a. If the appeal is granted, the conditions for progression and recommendations will be explained in the decision letter.
 - b. The student must meet the conditions determined by the Committee and outlined in the decision letter from the Associate Program Director.
 - c. 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.
 - d. Failure to meet the conditions set in the decision letter will result in Program dismissal.
8. Faculty Notification.
- a. The Progressions Committee Chairperson informs faculty of student status in a faculty meeting closest to the Progressions Committee date.

Revised 01/2020

Dropping/Adding Courses in the Professional Phase of the Program in Physical Therapy

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. Course syllabi list prerequisite course(s), and 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 07/2018

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 must complete the Recommendation/Evaluation Authorization and Waiver form (#26) available on the Registrar's website.

Revised 07/2018

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 is required of all students in the final year of the Program in Physical Therapy. The results of the exam should 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.

Revised 07/2019

Student Access to Laboratories Outside of Scheduled Class/Lab Time

All students in the Program in Physical Therapy have access to the Allied Health Building 24 hours/day 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 from 6 AM until midnight only 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 and set at waist height.
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 practicals, 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 07/2019

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 are not allowed 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 90 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. The grace period begins the day after the student ceases to enroll at least half-time. After the grace period, students will be required to make payments on the loan. Should a student utilize their grace period and then register at least half-time, repayment will begin the moment the student drops below half-time or graduates. Students are encouraged to contact Student Financial Services and their lender to discuss options.

Revised 07/2018

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.

Revised 07/2018

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 III and IV courses.

Revised 07/2019

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 07/2019

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. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, reading/answering e-mail, instant messaging, or surfing the Internet on your computer or electronic devices. 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 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 07/2019

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 rotation. 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 07/2018

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.

Last Revised 07/2018

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 07/2018

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 in Physical Therapy. The Program in Physical Therapy expectations of the student's professional behaviors are based on these documents and the University, College, and Program in Physical Therapy policies and procedures.

No code of ethics or professional standards can address every possible scenario that may arise in the future. However, in the Student/Professional Development course series, 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, academic, and medical information
4. commit to fulfilling professional responsibilities
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

The Program in Physical Therapy reserves the right to pursue disciplinary action for any behavior, regardless of where it occurred, that violates these standards. Disciplinary actions include:

1. No sanction
2. Professional Behavior Warning
3. Professional Behavior Probation
4. Dismissal

It is the responsibility of the faculty member who identifies or observes a behavior that is not congruent with the Program in Physical Therapy standards or is notified by a clinical instructor of said behavior to meet with the student to discuss the level of sanction.

No Sanction:

Definition: No sanction is issued in situations in which the faculty member uses the professional behavior advisement process to inform the student about his or her unacceptable behavior. A pattern of unacceptable behaviors will result in a professional behavior warning.

Process:

1. Meet with the student to discuss said breach of professional behavior and possible strategies to improve behavior.
2. Document meeting on the Professional Behavior Advisement form.
3. Secure signatures from student and faculty on the Professional Behavior Advisement form.
4. Allow student to respond in writing to clarify his or her perception of the situation. This response will be attached to the Professional Behavior Advisement form.
5. Provide an electronic or hard copy of the Professional Behavior Advisement form to the data coordinator. The form will be electronically uploaded to the student's file. The data coordinator will update the professional behavior tracking file, and notify the student's mentor that a form has been posted.
6. Faculty mentor is responsible for monitoring the number of Professional Behavior Advisement forms resulting in "No Sanction". Multiple "No Sanctions" may result in a professional behavior warning being issued by the mentor.
7. For students completing the DPT Program in Physical Therapy successfully in the standard curricular time, all Professional Behavior Advisement forms will be removed from the student's permanent file upon graduation or withdrawal from the Program in Physical Therapy.

Professional Behavior Warning:

Definition: A Professional Behavior Warning is a sanction given to a student who demonstrates multiple breaches of professional behaviors identified in the above-mentioned documents or a single serious action. A professional behavior warning can be issued by any faculty member. If a faculty mentor receives multiple notifications of unacceptable student behaviors, the faculty mentor will issue a professional behavior warning.

Process:

1. Meet with the student to discuss said breach of professional behavior and possible strategies to improve behavior.
2. Document meeting on the Professional Behavior Advisement form.
3. Secure signatures from student and faculty on the Professional Behavior Advisement form.

4. Allow student to respond in writing to the sanction to clarify his or her perception of the situation. This response will be attached to the Professional Behavior Advisement form.
5. Provide an electronic or hard copy of the Professional Behavior Advisement form to the data coordinator. The form will be electronically uploaded to the student's file. The data coordinator will update the professional behavior tracking file, and notify the student's mentor that a form has been posted.
6. Faculty mentor is responsible for monitoring the number of professional behavior warnings received by a student.
7. For students completing the DPT Program in Physical Therapy successfully in the standard curricular time, all Professional Behavior Advisement forms will be removed from the student's permanent file upon graduation or withdrawal from the Program in Physical Therapy.

Professional Behavior Probation:

Definition: If a student receives a second professional behavior warning, the student will be placed on professional behavior probation. If the student receives one warning of a nature which warrants probation in the professional judgment of the student's faculty mentor, the assistant director for the Program in Physical Therapy, and the Program in Physical Therapy director, the student will be placed on professional behavior probation. Professional behavior probation entails the completion of certain specified activities and/or the ability to demonstrate appropriate change in the observed behaviors as designated in a written contract and determined by recommendations from concerned faculty.

Process:

1. The data coordinator will be notified if any student is placed on professional behavior probation. The data coordinator will update the professional behavior tracking file, and notify the student's mentor and Program in Physical Therapy director of the probation status.
2. Program in Physical Therapy director will send a letter to the student confirming the probationary status.
3. Student will be required to return a signed confirmation of this notification.
4. Appropriate faculty member/mentor and student will discuss possible strategies to improve professional behaviors.
5. Appropriate faculty member/mentor will develop a written contract with the student for remediation.
6. Any subsequent meetings between the faculty member/mentor and the student will be documented.
7. Student will be removed from professional behavior probation after one full enrolled semester free of professional behavior breaches.
8. Once a student has been removed from professional behavior probation, a subsequent professional behavior warning will warrant professional behavior probation.

For students completing the DPT Program in Physical Therapy successfully in the standard curricular time, all Professional Behavior Advisement forms will be removed from the student's permanent file upon graduation or withdrawal from the Program in Physical Therapy.

Professional Behavior Dismissal:

Definition: A student may be dismissed for professional behavior issues in the following conditions:

1. The student does not demonstrate satisfactory change in their professional behavior by the end of the professional behavior probation period as agreed upon by the student's faculty mentor, the assistant director of the Program in Physical Therapy, and the Program in Physical Therapy director.
2. The student who receives a third professional behavior warning.
3. The student demonstrates a behavior that is of a serious nature including, but not limited to academic misconduct or intent to cause physical or emotional harm to another individual as agreed upon by the student's faculty mentor, the assistant director of the Program in Physical Therapy, and the Program in Physical Therapy director.

Process:

1. The decision to dismiss a student for professional behavior is made in a meeting of the student's faculty mentor, the assistant director for the Program in Physical Therapy, and the Program in Physical Therapy director.
2. The student will be notified of the dismissal by the Program in Physical Therapy director by telephone and in writing.
3. The student will be required to return a signed confirmation of this notification.

Appeal Process:

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

Process:

1. Program in Physical Therapy 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 seven business days following program dismissal notification.
 - b. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted his or her behavior.
 - c. The appeal is heard by the Program in Physical Therapy progressions committee. The committee decides regarding the student's appeal and communicates it to the Program in Physical Therapy director.
 - d. The Program in Physical Therapy director reviews the decision regarding the student's appeal and communicates this decision to the student as stated in the Progressions Committee Procedures document.
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 in Physical Therapy policies were not followed
 - b. The student was not informed of the Program in Physical Therapy policies

- c. No appeal was allowed
- d. Procedural infractions occurred

If the student believes his or her case meets these requirements, the process is initiated by sending a formal written letter of appeal to the dean within 14 working days of receiving the decision from the Program in Physical Therapy. The letter of appeal should review the case and, at minimum, include the following points:

- a. A description of the complaint
- b. The relationship of the grievance to the Program in Physical Therapy policies
- c. Program in Physical Therapy channels already pursued to resolve the grievance
- d. Results of discussions/actions within the Program in Physical Therapy
- e. Any pertinent documentation
- f. A summary of the resolution desired by the student

Revised 06/2015

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.*

Revised 07/2019

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 07/2019

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 07/2019

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.

Reviewed 06/2018

Transportation

Students must provide their own transportation to the Doisy College of Health Sciences campus, 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 07/2018

Address and Phone Updates

It is the student's responsibility to update his or her 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 07/2018

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.

Reviewed 07/2018

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 07/2018

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. All biomedical equipment undergoes annual safety inspection. Students are required to report any machines that are malfunctioning so that the instructor can tag and report the malfunctioning item to the biomedical engineer. Malfunctioning items are not used until repaired by the biomedical engineer and approved for use.
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. Some courses require lab consent forms.
7. Students are asked to use lockers 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. Cleaning procedures are supervised by the course instructor. Procedures are posted in each of the labs and performed by students at the completion of each lab. Lab clean-up assignments are determined by the instructor. 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.

Reviewed 07/2018

CPR and First Aid Certification

In order to meet the requirements for clinical sites, CPR and Basic First Aid 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. On-line certifications are not acceptable. Basic First Aid certification requires renewal every 2-3 years. 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 or First Aid certification will not be allowed in the clinic.

Last Revised 07/2019

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. It is the student's responsibility to arrange an appointment with his/her 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 obtain an annual PPD test for tuberculosis (TB) during the professional phase of the Program in Physical Therapy. Students with positive PPD skin test results will be required to complete an annual system review with the Student Health nurse at SLU. Once clinical assignments are announced, each student is responsible to review the facility's requirements 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 07/2019

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 Criminal Background Check is completed by the Compliance Officer in the Office of the Registrar. 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 test through the Saint Louis University Office of Student Health, unless otherwise directed by the clinical site. Students are responsible for the cost of the drug screen.

Last Revised 07/2019

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 Revised 07/2019

Malpractice Insurance

Students are covered by Saint Louis University malpractice insurance for all forms of clinical practice

Reviewed 07/2018

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 prior to participating in DPT 4290 Skills Practicum. 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. Students need complete HIPAA and OSHA training on an annual basis during the professional phase of the Program in Physical Therapy per the University HIPAA and OSHA Compliance rules.

Last Revised 7/2019

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 07/2018

Procedures for Use of Visual or Audio Representations of an Individual

When audio or video recordings, photographs, videotape recordings, CD-ROMs, television, movie films, television pictures or any other form of media (live, digital, or taped) representation of individuals are used for educational or research purposes, the following procedures should be utilized.

1. Complete the appropriate *Program in Physical Therapy Release and Waiver Form*. If you are a student, then this form should be obtained from the course coordinator.
2. Complete specific forms if required by an off-site facility (e.g., St. Louis County Special School District).
3. The person recording the individual must inform the individual that they may refuse to participate in any specific activity and/or may discontinue their participation at any time.
4. *The Program in Physical Therapy Release and Waiver form* will be kept on file by the course coordinator or faculty member for a period of seven years.

Student Locker Use Policy

The Doisy College of Health Sciences provides 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 07/2018

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 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.*

Revised 07/2019