DEPARTMENT of PHYSICAL THERAPY

POLICIES & PROCEDURES MANUAL

Alvernia University
465 Saint Bernardine Street
Reading, PA 19607

Revised August 2024

DPT Code of Citizenship

"Knowledge Joined with Love"

As a graduate student, adult learner, and member of the Department of Physical Therapy at Alvernia University, I live by the core Franciscan values of service, humility, peacemaking, contemplation, and collegiality. As a future Doctor of Physical Therapy, I respect the core values of the American Physical Therapy Association that include, but are not limited to, accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. I understand that these values are considered essential functions of a Doctor of Physical Therapy and are integral to effective and ethical practice, a skill which must be exemplified within the student phase of a DPT career. Doctor Docthiesch mpasch

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Graduate Goal 3

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faculty, clinical instructors, and through self-reflection.

Program Outcome 2: Students will demonstrate competence as critical consumers of the literature and make contributions to the body of evidence.

Faculty Goal 1

Goal: Demonstrate expertise in the clinical practice of Physical Therapy with advanced knowledge and skill in accordance with best practice guidelines and informed by the current, best evidence.

Faculty Outcome 1: Core and associated faculty will possess, or be in pursuit of, an advanced clinical specialization through the American Board of Physical Therapy Specialties (ABPTS), or other recognized body, that is specific to the area of content in which they teach.

Faculty Outcome 2: Core faculty will continue to engage in clinical practice/consultation that promotes contemporary knowledge and expertise.

Faculty Outcome 3: Core and associated faculty will attend regular clinically-based continuing education courses and pursue scholarship designed to contribute to the advancement of clinical practice standards.

Faculty Goal 2

Goal: Embody the principles and practices of effective teaching by fostering an environment conducive to authentic learning and serve as a role model and resource for students, graduates, and colleagues.

Faculty Outcome 1: Core faculty will demonstrate evidence of teaching practices that reveal instructor knowledge, adherence to best practice standards, and skill in content delivery by meeting requirements and expectations, ~~of~~ as determined through student, self, peer, and administrative evaluation.

Faculty Outcome 2: Tenure-track core faculty will demonstrate effectiveness in teaching, scholarship, and service as evidenced by the achievement of tenure, and possible promotion, within the University.

Faculty Goal 3

Goal: Demonstrate a commitment to serve the Program, University, profession, and local/global community through collaboration and leadership.

Faculty Outcome 1: Each core faculty member will serve on University and/or College committees and a minimum of two Program committees annually and regularly attend Program, College, and University faculty meetings.

Faculty Outcome 2: Core faculty will maintain membership and involvement in professional associations which support the practice, education, and research of Physical Therapy.

Faculty Outcome 2: Core faculty will actid

Faculty Goal 4

Goal: Advance an agenda of scholarly activity, pursue professional development, and engage in lifelong learning that is designed to enhance teaching effectiveness and contribute to the profession of Physical Therapy.

Faculty Outcome 1: Core faculty will maintain an agenda of scholarly activity which includes dissemination in non-peer and peer-reviewed formats.

Faculty Outcome 2: Core faculty will participate in continuing education to inform their teaching and promote contemporary clinical expertise, ~~and~~ as evidenced by maintenance of state licensure.

Accreditation Status

Since 1967, the Middle States Association of Colleges and Schools has granted Alvernia University full accreditation. The most recent reaffirmation of accreditation was granted in March 2005. In order to maintain compliance with Middle States accreditation standards, Alvernia has implemented a system of shared effort that

7. Programmatic Updates and Student/Faculty Issues: The DC will immediately contact DPT faculty and staff regarding any important program updates or relevant student issues through necessary means.

External Mechanisms for Communication:

overview of the clinical education program, including all expectations. The DCE is the primary instructor of this course and classroom experiences include instruction that establishes a foundation for the clinical education program.

Immediately following the conclusion of each clinical practice course, the DCE hosts a post-clinical debriefing seminar session at a pre-arranged time. During these sessions, the DCE engages the students in large group discussion. These seminars are designed to update and review the clinical education requirements, track student progress through the clinical practice coursework, engage students in guided self-reflection related to their development in the area of clinical practice, and glean important student feedback related to the clinical education program, performance of the DCE, and past clinical experiences that are used to assess outcomes. At this time, the DCE also provides any program updates to the students and discusses planning for future clinical practice courses.

The DCE makes information related to the clinical education program available to students on an ongoing basis. The Physical Therapy Department Clinical Education Manual is revj0.159 Tw -mentenc-2

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communicate both informally and formally with the CCCE regarding the distinct roles of both the university as well as the clinical site. The DCE will provide each clinical site with the **PT Clinical**

assessment of student learning during the clinical education experiences.

Assessment of Clinical Education Educational Site

and its place within the overall curriculum. Associated faculty who serve as lab assistants will provide input related to course content and delivery to the primary course instructor, who will include this feedback on the course evaluation form. Feedback from associated faculty will be discussed at ESR and identified trends may be used to make revisions to the curriculum. Refer to Part 3: **Assessment & Re****v35.9 Tw (-24.03R 10m [R)**

concerns or other stressors, they should generate an “Alert”. Alerts are a way to draw attention to a student who may be at risk, 3.08 re/TT1 5 47.04 Tmo25)Tj-3 (a)6.6 (d)-2.3 (d)-3.08 (e)-3 (d)-3 (t)-3 (o)-3 (t)-3 (h)-3 (e)-3 (F)-3 (a)-3 (c)-3 (u)-3 (l)-3 (t)-3 (y)-3 (.)-3 (T)-3 (h)-3 (e)-3 (s)-3 (e)-3 (a)-3 (l)-3 (e)-3 (r)-3 (t)-3 (s)-3 (h)-3 (o)-3 (u)-3 (l)-3 (d)-3 (b)-3 (e)-3 (r)-3 (e)-3 (v)-3 (i)-3 (e)-3 (w)-3 (e)-3 (d)-3 (b)-3 (y)-3 (t)-3 (h)-3 (e)-3 (f

generate a progress report. Progress Reports are a useful way to help students know early on in a semester (and along the way) if a student is not meeting or is exceeding the goals and objectives of a course. They allow faculty to submit in-semester feedback (e.g., current grade, absences) on the progress of students in their courses. Progress Reports ask about a student's overall performance in the class and academic progress. "This student is at-risk to fail my course" or "This student is doing great in my class" are examples of what you might see on a professor's progress report.

DPT Faculty are encouraged to submit Progress Reports should a student fail an exam in their course or begin to have difficulty with content at a level that raises concern for the primary course instructor. DPT Faculty are required to submit Progress Reports for all students wit]TJ0 Tchsubov-5.9

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DPT faculty member is assigned to provide support during the undergraduate phase for the purpose of assisting them in entering and succeeding within the DPT program. If there is a need or request for a change of assigned advisor, this change must be initiated by the Student and approved by the Department Chair, after consultation with the faculty.

Verified With KB/Graduate Admissions 11/22/2020 MHT; Added MHT/JOD 6/29/2020, Revised 7/12/20 CW, 7/7/24 CW

Faculty Class Advisor: DPT core faculty will be assigned to assume the role of faculty class advisor on a rotating basis. Faculty class advisors perform the following functions: 1. Assist with election of class officers in semester 1 of the Program and guide the process for the replacement of officers as needed, 2. Serve as liaison between the class and core faculty, 3.In collaboration with LEADS faculty, support fund raising efforts, 4. Guides class volunteer activities in collaboration with the L.E.A.D.S. committee, 5. Guides decisions related to class gift, 6. Guides class through white coat ceremony, graduation, NPTE registration, and licensure process.

L.E.A.D.S. Faculty Committee Chair: The LEADS Faculty Committee Chair, along with the committee will assist faculty in defining the scope of Real-World Learning (service-learning activities, Co-

experience and that no adverse event will occur, in regard to harm to the student, Clinical Instructor

instructor to consult the handbook for details regarding responsibilities.

In this role, associated faculty will be expected to deliver content, evaluate student learning, provide student advisement, and grade reporting. They will be expected to have dedicated time reserved for students on a weekly basis. Primary course instructors will provide feedback every semester evaluating each of the courses they instructed using the online **DPT Course Evaluation Form**.

Student course feedback will be assessed as per university policy and reviewed by the DC, with feedback or guidance provided to each associated faculty member as needed for development. Classroom observation of the associated faculty member will be completed by members of the Curriculum committee, with oversight by the DC. The assigned committee member will provide peer review to that faculty member, ensuring not only the quality of instruction, but also that the instructional content is well connected to the overall curriculum. This data is collected and analyzed by the DPT Outcomes Committee and discussed with the Department faculty during End of Semester Review (ESR) for recommendation or action.

- Lab Instructors: On an ongoing basis, associated (contract) faculty will be used as lab instructors within the clinical courses of the curriculum. As full-time expert clinicians, they will contribute a

responsibilities are outlined above. In cases where student learning contracts have been developed, associated faculty may assist in providing important c nBT0 g/TT1 1 Tf-0.014 Tc 0.014 Tw 9.96 0

administrative assistant

2. The administrative assistant initiates completion of the **Associated Hourly Faculty Request Form** electronically. This form is completed by the primary course instructor and AH faculty member.
3. The administrative assistant ensures that the AH faculty member's CV and W9 is on file.
4. The DC approves the request by signing the form electronically

Associated Contracted and Hourly Instructor Support

In order to provide support for adjunct and hourly faculty, each associate contract (AC) faculty member will be assigned a core faculty member liaison. Adjuncts are oriented to the program and its' culture by the Department chair and the faculty, but responsibility for orientation and mentorship within the curriculum falls to the core faculty.

For associated contract faculty members serving as primary course instructor, a core faculty member will be assigned to provide the following support:

1. Instructional Guidance
   a. Review course content and fit within the DPT curriculum
   b. Provide guidance as needed for objective, content and Learning Assessment (LA) development
   c. Expectations for student behavior and reporting of unprofessional behaviors
   d. Testing policies and procedures
   e. Assist with use of instructional technologies
   f. Assist with rubric development
2. Mentoring:
   a. Regular meetings to provide support as needed
3. Feedback
   a. Perform at least 1 classroom observation during the semester, or designate an alternate
   b. Outcome of Student Feedback Surveys
   c. Review Item Analysis of Learning Assessments, as needed
   d. Provide support for development as indicated

For associated hourly faculty teaching guest lectures or serving as practical examiners (single or multiple) within a course, the primary course instructor will provide the following support:

1. Instructional Guidance
   a. Expectations for student behavior and reporting of unprofessional behaviors
   b. Exam testing policies and procedures (if needed)
   c. Review lecture content as its fit into the course and general DPT curriculum
   d. Provide guidance as needed for objective, content and Learning Assessment 0.93af0kj-0.0[7i220.8

a. Perform classroom observation as needed

the calendar year.

elf-Evaluation Narrative that includes a thoughtful self-reflection of each faculty member's ogress and challenges in each academic area. Exemplars from supportive evidence (ie. udent feedback, classroom observations, record of presentation/publication, service tivities etc.) should be referenced. This narrative should be no longer than 3 pages in length.

aculty-Chair Review Session includes a review of all submitted documents and open alogue related to faculty performance, goals, and

The Department provides support to meet associated faculty needs in the following ways: 1) Orientation: AC faculty orientation is conducted by the university twice/year. Upon hire, they are issued an ID badge and parking permit, which also allows access to all facilities on campus, including the fitness center and on-campus events. 2) Resource Support: All AC faculty are provided with a university email account and online access to the full complement of multimedia resources, including online journals and Blackboard and technology training and support. For example, the AC faculty member currently teaching modalities has identified the need to procure updated electrical stimulation equipment and to include instrument-assisted soft tissue mobilization procedures and laser therapy into the course. In response, we identified an AH faculty member to teach laser, identified a resource for IASTM equipment, and included new electrical stimulation units in the 22-23 capital budget. 3) Pedagogical Support: The Chair, or relevant core faculty member, provides support in course content development, textbook selection, grading instruction, determination of student learning assessment, and course evaluation in all courses in which AC/AH faculty are involved. For example, formal training and support for test item development and post-test item analysis, as an example, was provided by Dr. Thompson for the new ACs in DPT 632. For several years, Dr. O'Donohue has provided support in the administrative aspects of teaching for AC faculty in both DPT 608 and DPT 806 that includes Blackboard communication, assessment of student learning, and syllabi development, among others.

Evaluation of

AH faculty are evaluated annually by the primary instructor of the course in which they are involved. As expert of the given content area, the primary instructor is in the best position to assess the performance of the AH faculty member, as it applies to content knowledge and teaching effectiveness. This evaluation is formally done in the context of the **Course Evaluation**, as described above. The results of course evaluations are assessed in aggregate during curricular and outcome review every semester at ESR. During this review, the role of each AH faculty member is assessed in the context of individual courses and more broadly across the curriculum.

Areas of deficiency, when identified, result in mentorship of the current AH member by the primary instructor or adjustments to course personnel the next time the course is offered.

6/2122: CW/JO

DPT Assessment & Planning

Overview

Program evaluation at Alvernia University is a continuous process. At the core of AU Program evaluation is an assessment of the congruence of the DPT Program activities with the mission of the University and the Program, the **DPT Program's Strategic Plan** and the standards of professional practice. The DPT Program coordinates all data collection, analysis, and reporting activities in coordination with and under the leadership of the Academic Assessment Committee. This committee, consisting of staff, administration, and faculty. serves to centralize reporting of institutional effectiveness and learning outcome data and disseminate data to4.3 (r)-60.6 ( )]TJ0.06 (n)10

documents as the *A Normative Model of* *M* *1*

- Graduate performance on the NPTE as measured from FSBPT data annually.
- Graduate satisfaction with the Program is measured by graduate responses on the **DPT Graduate Survey** (Reference: DPT Graduate Survey), measured at 1 and 5 year intervals following

PT Professional Advisory Board

A PT Professional

supervised[1]

participation.

Injury or Adverse Event Reporting: If a participant reports an injury or adverse event from their participation, the activity will be immediately discontinued, and the participant will be referred by faculty (whenever possible) to the Medical and Counseling Center at 610-568-1467. The Medical and Counseling Center is located at 421 Adams Street on the main campus of Alvernia University next to the Art Studio.

If the injury requires immediate attention when the Medical and Counseling Center is closed, faculty will contact Alvernia Public Safety at 610-796-8350 or dial 911. If the injury cannot wait until normal business hours, faculty will refer the subject to the Emergency Department at Reading Hospital and Medical Center. Faculty will follow up with the participant to check on his/her status.

Revised. 7/7/19 MHT, 7/15/19 CW

Policies and Procedures Related to Human Subjects Research

The Alvernia University Institutional Review Board (IRB) maintains ethical standards for research that involves human subjects,

Mandatory Online HIPAA Training. It is the policy of Alvernia University College of Health Sciences pertaining to health-related professions Health Care Students and Faculty (Athletic Training, Nursing, Occupational Therapy, Social Work, and DPT) to complete mandatory online Health Insurance Portability and Accountability Act (HIPAA) training program prior to entering the clinical education coursework. The goal of this program is to identify HIPAA initiatives regarding patient privacy and data security and to help healthcare workers comply with the guidelines. HIPAA training course objectives include: 1) Describe the overall purpose and goals of the HIPAA, 2) Discuss the compliance issues with privacy reforms, including written notice, acknowledgement, prior authorization, and minimum disclosure, and 3) Discuss compliance with data security reforms, including issues regarding workplace layout, information storage, and rules covering conversation. At the conclusion of these training sessions, students will sign a **"Proof of HIPAA Training"** form and they will be expected to adhere to all policies and procedures related to HIPAA when interacting with individuals from outside of the University. Prior to embarking on each clinical practice course, students will engage in a review of HIPAA and the policies that govern the protection of PHI as it applies to specific clinic requirements.

Updated MHT 7/10/19; Updated MHT Consistent with CE Manual 6/19/2020; CW/SV/JO: 7/10/24

III. Students: Rights, Responsibilities, Safety, Privacy, & Dignity

The University policies and procedures that address the rights, responsibilities, safety, privacy, and dignity of DPT program students can be found under the heading **"Community Standards"** in the AU Student Handbook**.** More specifically, they can be found under the headings, **"Students' I1 Tf-0..385 0(t)-6.6 2 ( )TJ( )Tj Mor5g an( )Tj/TT1 1 Tf02578 Tw 11.985 0 Td[")-2 (S)2 (t)-6 (ude**

for exemption. The University requires vaccination with option for medical and religious exemption only. If unvaccinated, DPT students will be unable to engage in active patient care in classroom experiences that involve individuals external to the program. Reasonable accommodations will be made, if possible, in accordance with existing health guidelines established by University Medical and Counseling Center. Masks will be worn during all patient care interactions.

Due to accessibility of clinical sites, delays may result in fulfilling the curricular requirements of the Program

7/29/21: JO/CW 8/25/22 MT/CW/Health & Wellness

Exposure Control Plan

Potential Health Risks and Standard Precautions: The Occupational Safety and Health Administration (OSHA) requires that all health care workers understand the dangers of blood borne pathogens and how to protect themselves and others through the use of standard precautions. The DPT Program, as well as many of the contracted clinical facilities require that students have been educated regarding standard precautions. The DPT Program provides education regarding standard precautions within the first semester of the Program in **DPT 522** and revisits these principles in subsequent coursework. This session is mandatory, and students must sign a declaration page indicating that they have received such training, which will be placed in the student's clinical education file in the office of the DCE. A copy of this signed document will be provided to a student's assigned clinical facility, upon request. During each clinical experience, students are required to follow all clinical facility policies regarding blood borne pathogens. Such policies include, but are not limited to, standard precautions, regular hand washing, and the appropriate use of personal protective equipment such as gloves, gowns, masks, and goggles. Any potential exposure to body fluids must be reported via the facility's reporting mechanism with an additional report made to the DCE. Any follow-up care will occus 0 Td (and)-2 (t)4.2 ( )-5.9 (2 (t)4adi)2.6 (a t

Automated External Defibrillator (AED) are available on each floor of the Flynn Plex, located to the right of the entrance of the building and, similarly, on each floor below. The closest **AED** to the

during, and after classroom hours. No other students may use the lab space without the consent of the DPT Faculty.

- DPT student **must restore the lab to a neat and orderly appearance after each use**. "Leave it as you found it".
- Only DPT students are permitted to utilize the equipment located within the DPT lab including, but not limited to exercise equipment.
- DPT students will utilize the lab at their own risk.
- DPT students will be expected to utilize only the equipment **for which they have been trained during** their coursework within the DPT Program at Alvernia.
- DPT students must follow all precautions and contraindications for the use of all equipment.
- DPT students using the lab must properly clean/disinfect all surfaces and equipment after each use with the cleaner provided.
- DPT students will remove shoes when using the tables and any other clothing or accessories that may damage the equipment (ie. belt buckles, jewelry, etc).
- DPT Students will not write directly onto paper on the treatment tables.
- Sustenance food/drink only will be allowed in the DPT learning space during active classroom activity. Consumption of food and drink near electrical equipment is not allowed.
- If equipment is damaged, the identifying or responsible party should inform DPT faculty or staff immediately. If applicable, equipment should be removed from service and labelled 'Do Not Use'.
- No equipment or supplies will be removed from the lab without the consent of the DPT faculty.
- To gain access to the building outside of normal classroom hours, students should contact Public Safety at (610) 796-8350 and be prepared to show their Student ID.
- Students must maintain their ID cards to verify their identity the entire time that they are within the building.
- The DPT lab will be available for student use when the building is open. Students may gain access to the Plex after hours by contacting Public Safety 610-796-8350 and presenting student identification. To gain access to the lab/classrooms in the DPT area outside of normal classroom hours, students will utilize their identification cards to operate the card access system located at the inside door to the DPT lab. The card access system provides information to campus security regarding student use of the DPT lab.
- Before and after classroom hours, students are encouraged to enter

- Grassy area at the front of the softball field. Please proceed to that area as emergency vehicles will be responding to those front rows of the rear parking lot.
- Rear of front parking lot near Saint Bernardine Street. Please proceed to the rear of the parking lot closets to St. Bernardine Street. Emergency vehicles will be responding to the front area of the parking lot and the side of building that runs parallel to St. Bernardine Street.
- Always remember to know the buildings you work and learn in.

Added: 6/25/2020 CW (Reference: email from KB)

DPT Student Parking

DPT Student Parking is designated for the lot directly in front of the Plex. Students may not park in spaces designate for Visitors, Handicapped, or Faculty/Staff. Parking assignments are subject to change and students should attend to all temporary or permanent announcements from AU Public Safety.

Classroom Citizenship and Community

suspension of snacks/food in the classroom at any time.

Addition: 7/22/19 MHT/ Comment & Addition: JO 8/5/19; updated 7/6/2020 MHT

e (2 Attendance and Class Absence w

Absence for Bereavement

Consistent within clinical practice and general employment policy, bereavement absence is approved for immediately family members. Immediate family is defined as parent/step-parent, grandparent/step-grandparent, sibling child/step-child, spouse and in-laws. One day for funeral attendance may be approved for non-immediate family, defined as aunts, uncles, cousins, or brother or sister in law. Appropriate communication and approval is required and AU DPT reserves the right to request additional verification of the need for bereavement time.

Although bereavement time off does not reflect negatively upon class engagement scores, the student remains responsible for all missed content or learning assessments. Within each Clinical Experience, students must make up any time missed from the clinic and the amount of bereavement time off will be in accordance with the host facility's policies and pre-approved by the DCE. Students are referred to the PT Clinical Education Manual.

Addition: 7/30/19 MHT/PU

Absence for Military Service

Alvernia University has been recognized as a Military Friendly University. To recognize and honor the military service of our students, the DPT Program will allow short-term absence for military service to the extent in which these absences will not negatively impact the student's success within the program, as determined by the DPT faculty. The faculty]TJp0.9 ( )-( )Tj-0.6856 -(3p6(3.6 (]TJp0 Tw ( )T.

video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded.

Addition: JO 7/23/19 in conjunction with Dean LaTorre. 7/6/2020 MHT update. 7/18/2022 MHT update

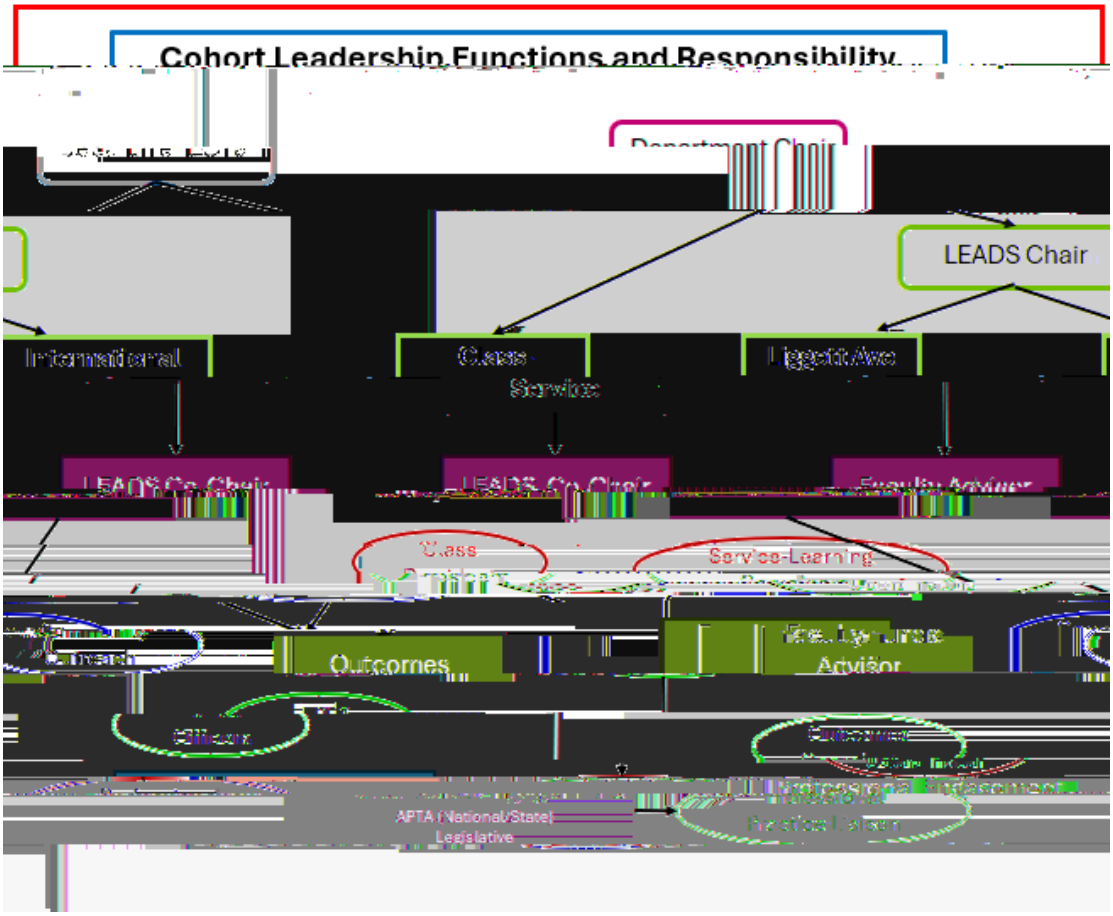
Academic Honesty and Integrity

All students are expected to adhere to the university's xbt04 87.36 6000 >[(t)-6.6 (he)]TJ(om)]TJ04

Class Leadership (see figure – student class leaders are indicated with red circles)

Class leadership focuses on the successful function, service, and advocacy of a given cohort and its role within

- Obtain approval for all fundraising activities through Student Activities
- Submit and manage all funds raised using the PAX system.
- Keep a detailed record of all revenue and expenses within the class account
- Communicate with other members of the class leadership and the faculty advisor on the status of all finances within the class.
- Coordinate activities and mentoring the DPTI fund officers



Physical Therapy Student Association (PTSA): The Alvernia University Physical Therapy Student Association (PTSA) is University Registered Student Organization (RSO) within the Student Government Association (SGA) designed to support DPT Faculty/Student initiatives. The PTSA is charged with (responsible for) developing and managing a budget and PAX account (see below) under the direction of the faculty advisor. Further details regarding the PTSA mission, membership and operations, as well as roles and responsibilities of PTSA officers are outlined in the By-laws of the PTSA. Each cohort's class officers and activities will be guided by their class advisor.

Fundraising and PAX

Promoting Alvernia Experience (PAX): Fundraising is a mechanism to support each class, the PTSA, Service-Learning, and Program activities. As a registered student organization (RSO), all activities including fundraising are subject to the rules and regulations set forth in the AU Student Handbook. The Class Officers (PTSA) will have an organizational page on the PAX site along with access to the financial section which serves as the accounting process for the PTSA. Oversight of

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Recruitment

Recruitment of prospective DPT students for the 4+3 curricular format is managed through the Alvernia University School of Graduate and Adult Education, and by the Office of Undergraduate Admissions for the 3+3 curricular format. Information regarding recruitment procedures for graduate programs will be available to prospective and enrolled students on an ongoing basis on the Alvernia University website. Additional information can be obtained on this page by navigating to the following links: **"Graduate Programs"**,**"Financial Aid"**.

Recruitment Events. Graduate and Adult education holds multiple recruitment events throughout the year, with details available at **"Visit Alvernia"** at http://www.alvernia.edu/visitus/index.html.

Recruitment events specific to the DPT Program, **DPT Information Sessions,** will be held intermittently throughout each semester. Information Sessions include presentations and Q & A from core DPT

2012. The council supports the standardization of prerequisite requirements for the purpose of assisting program applicants in achieving required courses as they apply to multiple programs and for the purpose of assisting pre-professional institutions with program development. The list of courses recommended by the council is consistent with information presented in the PTCAS C9 (e)10.5 (d(i)2.6 (s)-71 1 f8m[(20zg2W nBT0(equi).5 (l)25,a (ul)2.i).5 (l)pdi)2.6 (nf<)-5.9 (4 T1i)2.6 (s

G&AE will screen each application. If an application is incomplete, this G&AE staff will work withwor4 Tw ET

- Should a student who received an “Offer” decline, the next applicant on the prioritized wait list will be offered acceptance into the Program via email notification or phone from the School of G&AE.
    - Wait-listed applicants who are offered admission will be given 2-weeks from the time of acceptance, or less depending on the time of year, to submit written notification of their acceptance with submission of the security deposit. If the applicant fails to respond within that period of time or chooses to decline acceptance, the next applicant on the waiting list will be offered acceptance.

Special Considerations Related to Admissions

Deferment:

There may be an extenuating circumstance (including military service) that impacts an applicant’s ability to accept admission into the DPT Program. In such cases, students may choose to defer their acceptance into the DPT Program. If such a situation arises, the following process will be implemented:

- A student who has been accepted into the Program yet desires to defer their admission will provide written notification of this decision including an explanation by **May 1** to the School of G&AE. Notifications received after this time period will be considered on an individual basis.
- This deferment will only be offered for up to one year beyond which the student will forfeit their acceptance into the Program. Students are not prohibited, however, from re-applying to the Program at any time in the future.
- When a deferment is offered, the next student on the waiting list will be offered admission into the Program.

- During the first week of class the student must provide a copy of his/her passport and I-94 card to the DSO.
- >3a56.64 43.68 390..112.32 734. (lv).1 (]TJ1 (esa)3ivETQq56.rcpOQq56j-0.005 Tc 0.005]TJ0 et T

(ADA), does not discriminate against qualified individuals with disabilduals wiis pJET agaiTlied indivien 43.

Alvernia University Department of Physical Therapy

Part 6: Student Retention, Progression, Support, Withdrawal, Dismissal

contract will be established by the DPT Academic Review Committee (ARC), which may include the option for a student to repeat/delete a course. In addition to the policy as described under the heading, "Repeat/Delete Option" in the Alvernia University Graduate Catalog, the Program has additional requirements. Since each course within the DPT Program requires the successful completion of all prior coursework, students failing to pass a course with a g0.5 (w)k 52 Tw 1.2e854(D)2.6 (P)1.9 (T)46.8 Tm(

unable to pass a written or practical exam within 3 attempts will fail the course in which the exam is required and will be unable to proceed through the curriculum. This policy applies to all courses within the program, including those taken as an audited course, unless otherwise specified within a student's learning contract.

Revised: 6/8/23: CW/JO; 7/10/24: CW/SV/JO

Maximum Re-examination Attempts

If the student is not successful on the first attempt, a maximum of 2 re-examination attempts are

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The Department and University provide extensive support for student progression throughout the Program. The strategies that support student retention and progression within the Program are

cooperation between the student, their advisor, and course instructor(s), if applicable. Such contracts are designed to proactively curtail a student's decline in performance, when possible, or to provide a strategy for assisting a student who is not meeting Program expectations or who has not met Program progression requirements to be restored to good academic standing. See below for details of the various types of learning contracts developed by the Program. See Academic Review Committee (below).

Students who are experiencing academic difficulty throughout the curriculum but have not yet failed to meet academic and/or professional behavioral requirements may be notified by faculty through formal and informal interactions of his/her areas of deficiency. During these interactions, the faculty member or academic advisor will notify the student of his/her current academic status and, with the student, develop a plan to address these issues proactively, when possible. A summary of these interactions will be completed by the faculty member and placed in the student's permanent file. Students who are having consistent issues or those whom a primary course instructor or faculty advisor perceives as demonstrating the potential for not meeting course or Program requirements may be required to appear before the DPT Academic Review Committee (ARC), at which time a learning contract (Progression Plan) may be developed to assist the student in addressing any issues.

Advising is a critical responsibility of core faculty and the University requires all faculty members to schedule at least 6 office hours across 2-3 days per week.

their course instructors in either electronic or paper format. A sample electronic and written Letter of Accommodation are provided for your reference.

If there has been a change in the student's condition, documentation from the student's physician must be provided to the Director of Accessibility Services immediately.

Accommodations for short-term medical conditions are managed through the Student Health Center, located in Veronica Hall. The Director of Health Services reviews all medical information and guidelines, subsequently directing the accommodations. All medical accommodations are revised as the medical condition warrants and subject to timeframes as set by the medical director. Students are expected to maintain regular contact with the Medical Director as long as medical accommodations are in place. Short-term medical accommodations do not carryover from one semester to the next.

Revision 7/19/19: JOD

Accommodations as they apply to DPT Learning Activities & Assessments:

Classroom and Learning Activities. Doctoral student work requires full and active engagement in

agencies that require tests for licensing, including the Federation of State Boards of Physical Therapy (FSBPT). If you have a disability that is covered by the Americans with Disabilities Act (ADA), you may request special testing accommodations at the time you register to take the exam. The process for requesting testing accommodations depends on the jurisdiction (state) where youingou

knowledge, skill, and professional behavior commensurate with program expectations and requirements, the student will be invited to attend an ARC meeting and a formal Learning Contract will be developed. The primary objective of this process is to identify areas of needed improvement and provide support to ensure student success.

What you can expect if your Faculty Advisor schedules an ARC. Under most situations, the request to schedule an ARC meeting should not come as a surprise or shock to any student, as these meetings are called in response to a need for support. A student can expect to attend a meeting with about 3 – 4 faculty members, including the faculty advisor and faculty who know the student, the student's performance, or situation well. The current challenge will be factually summarized and discussed openly with the student, with the root cause(s) of the challenge and potential solutions explored. The faculty will guide the development of support plan based upon these discussions and develop a **Learning Contract** with the student designed to support the student in successful progression.

Learning Contracts – Supporting Progression

A Learning Contract is a formal contract that will include specific measurable, behavioral objectives, expectations, responsibilities, and consequences. These learning contracts are designed to provide very specific expectations and objectives that may be used to guide progression, to proactively to prevent the student from failing to meet progression requirements, or to facilitate restoration of the student to good academic standing within the Program. Contracts may be developed to address student performance in either the classroom or clinical practice

environment and may relate to issues regarding any of the Program requirements including academic performance or professional behavior. Once established, the learning contract will be provided to the student in written form from the Chair of the ARC following the ARC meeting.

Members of the ARC, as well as the student, will agree to the terms of the contract through their signatures. An original signed copy of the learning contract will be maintained in the student's advising file and the student will receive a copy.

There are three specific types of Learning Contracts which may be established by the ARC
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actions may be

University's policy described in the **Alv nB3.56 5aT0.490 Td[i24 Tw 1(re)-14.2)-6.6 (he)]TJ0 1TJ**

4.) failure to function appropriately within the site placement settings, internships or practicums, as documented through evaluations by on-site supervisor and academic adviser.

In addition to University policy, the DPT Program will recommend dismissal to the Provost for the following non-academic reasons: 1.) Students unable to perform all of the criteria within the

Program's "Essential Functions" document with or without reasonable accommodations. (Should a situation arise in which the student is unable to perform all criteria described in this document, he/she will be unable to continue in the Program.) Pr4.07(h)2.7 (s)-2 (doc)-2 (u)10.5 (m)-6 (en)1

Anyone may file a signed complaint about the agency with CAPTE. Complaints about the agency's criteria, its procedures, or other aspects of the agency's work, including its staff and volunteers, will be considered by CAPTE. To be considered as a formal complaint against CAPTE, however, a complaint must involve issues other than concern about a specific program action.

Complaints must be submitted in writing. The event(s) being complained about must have occurred at least in part within one year of the date the complaint is filed. The complaint must be identified as a complaint and submitted independent of any other documentation submitted to CAPTE. The complaint must 1) set forth and clearly describe the specific nature of the complaint; 2) provide supporting data for the charge; 3) specify the changes sought by the complainant; and 4) identify the person making the complaint.

Complaints are submitted to the Department of Accreditation, APTA, 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085. CAPTE acts on these types of complaints at its next regularly scheduled meeting following receipt of the complaint.

8/24/22: CW

Degree Requirements

The Program's Degree Requirements policy is as follows: To qualify for the degree of Doctor of Physical Therapy from the Alvernia University DPT Program the following degree requirements must be accomplished:

1. Successful fulfillment of all graduate requirements of Alvernia University (see Alvernia University Graduate Catalog),
2. Successfully complete the minimum number of prescribed graduate credits (120 credits) within 3 calendar years from the start of matriculation unless approved by the DPT Academic Review Committee
3. Successfully complete all 6 clinical education experiences with a grade of 73% or better,
4. Successfully pass all required courses,
5. Achieve a cumulative GPA of 3.0 or better,
6. Successfully pass all written and practical examinations,
7. Successfully pass the comprehensive examie

the exam for licensure

	Student	Complete the requirements of the licensure authority to be authorized to take the NPTE. NOTE: PA requires and . NOTE: Certain states may require NOTE: _____	The best resource is your state licensure authority website and personnel. http://www.fsbpt.org/ExamCandidates/JurisprudenceExam.aspx
	Student Department Chair	(State of PA) Decide whether you would like to apply for a temporary license (discuss the pros- cons with your advisor or the department). If yes, identify your clinical supervisor and obtain their information. Complete	https://www.dos.pa.gov/

		assigned testing date and Eligibility ID# from the FSBPT. Register for the NPTE as soon as you receive your ATT and pay the Prometric Center exam fee (~$85-100).	https://securereg3.prometric.com/siteselection.aspx

Filing a Complaint Within the Realm of Due Process:

It is the practice of the University to direct formal complaints to the group best qualified to address the specific area of concern. Student or faculty complaints are directed to the grievance procedures in the student or faculty handbook; issues of ethics are directed to EthicsPoint; complaints concerning research are directed to the Institutional Review Board, complaints concerning Discrimination, Equal Employment or Harassment are directed to the Office of Student Life/Human Resources. Each of these bodies is responsible for following up on complaints and maintaining records of the disposition of each complaint. Student records related to formal complaints will be kept on file by the appropriate office within the University which includes the Provost's office for student, faculty complaints or issues of ethics, the Chair of the IRB's office for complaints related to research, and in the Human Resources office for any complaints related to discrimination, equal employment, or harassment. University policies related to the handling of complaints are presented and made available to students and faculty within the Alvernia University Faculty Handbook, Alvernia University Course Catalog, Alvernia University Graduate Catalog, Alvernia University Student Handbook, and Alvernia University Employee Handbook.

Filing a Complaint Outside the Realm of Due Process:

An individual or organization who experiences an unfavorable experience with any student, faculty member, or staff member of the Alvernia University Physical Therapy Department is able to file a written complaint. This complaint should be filed within 30 days of the offending incident(s) and should be addressed to the Physical Therapy Department Chair. Once the written complaint is received, the Department Chair will inform all of the parties involved, the College Dean, and the complaint will be referred to the university group best qualified to address the specific area of concern. An investigation will ensue that is conducted by the group most qualified to address the specific nature of the complaint. A full report of the findings related to the investigation of the complaint will be developed, that includes a specific action plan with behavioral objectives with timelines. The written complaint, any corrective action(s) that were taken, and the disposition of the complaint will be kept on file in a locked cabinet in the Department Chair's office for a period of 5 years, after which they will be purged while maintaining confidentiality. Complaints should be addressed to: Alvernia University Physical Therapy Department Chair, 400 Saint Bernardine Street, Reading, PA 19607.

Alvernia University Department of Physical Therapy

Part 7: Curriculum & Academic Requirements

Curricular Overview

Alignment with Contemporary Practice

The Program's curricular plan has been developed with the primary focus of producing clinically-

Core Values Statement

Consistent with Alvernia University and the profession of physical therapy, the DPT Program is founded upon the core values of altruistic service, respect for the dignity and autonomy of others, cultural competence, and a relentless commitment to excellence.

These values guide all Program initiatives from course content to hiring practices to student admissions and ensure that the mission, goals, and outcomes of the Program are achieved. An appreciation for the role of the Program as part of a larger community will prepare graduates for making significant contributions to the communities in which they live and serve.

References:

1. Reynolds A. What is competent beginning teaching? A review of the literature. *Rev Educ Res*. 1992;62:1.
2. Irby D. What clinical teachers in medicine need to know. *Acad Med.* 1994;69:333.
3. Brophy J. *Teachers' Knowledge of Subject as it Relates to Their Teaching Practice*. Greenwich, CT: JAI Press, 1991.
4. Eisner EW. *The Educational Imagination: On the Design and Evaluation of School Programs.* New York: Macmillan, 1979.
5. Jensen GM, YA

significant component of the curriculum that includes an emphasis on connecting the clinic to the classroom, lab-based coursework, peer-mentoring in the classroom and clinic, and student assignments that require engagement and collaboration. The Program's extensive real-world learning opportunities connect the clinic to the classroom early and often through pro-bono and co-curricular service and in-class patient care activities. Structured and varied experiences of sufficient depth and breadth are included to allow the acquisition and application of essential knowledge, skills, attitudes, and behaviors, along with early and frequent exposure of students to clinical experts in the classroom and clinic.

Revision: 7/22/19 JO

Instructional Methods

Varied instructional methods will be used throughout the Program for the purpose of meeting student needs and achieving expected learning outcomes.

The overarching philosophy of the Program is **to engage each student as an active participant in the process of learning through learning experiences that place the responsibility for learning on the student.** Within this "Learner-Centered Paradigm", the course instructor

Opportunities for active engagement, which places the responsibility for learning on the doctoral student, will result in the creation of authentic knowledge. Evaluative criteria that is used to assess student learning will be consistent with the manner in which the content was taught and applied.

Faculty adhere to instructional methods and foundational curriculum guiding documents to inform teaching and learning strategies. These will include The Normative Model, GPTP, Clinical Practice Guidelines and other higher education resources, including the Journal of PT Education and published texts.

Revision: 7/22/19 JO/ ().004 TTJ0 Tc 0 Tw 1.6pioClini

Curriculum Evaluation Plan

integrated in a manner that culminates in preparing Program graduates

information related to student learning. This data is discussed in the

Curriculum Change Form is similarly stored and accessed. The core faculty, under the direction of the Department Chair, will implement the proposed changes at the next occurrence of courses in question. Curriculum change proposals are necessary for the following reasons: addition and deletion of courses, as well as changes in course description, title or numbering, credit hours, level. Curriculum proposals must be processed and submitted to GAC prior to their May Meeting for inclusion in the Graduate Course Catalogue for the following academic year.

Revision: 7/23/19; 7/19/21 JO; *7/10/24: CW/SV/JO*

Curricular Detail

Curricular Tracks

The Program's curriculum is developed around 6 main curricular tracks. These tracks serve to provide overall structure and ensure the integration of important content. The 6 tracks consist of: Foundation Science, Clinical Foundation, Administration and Education, Critical Inquiry, Clinical Practice Patterns, and Clinical Practice. Within each of the curricular tracks, content is presented in a fashion that proceeds from foundational to more complex. Furthermore, the threads of critical thinking/problem solving, evidence- based practice, and the development of clinical competence are sequentially integrated into the curriculum. The Critical Inquiry track includes faculty-led student research projects that begin in the second semester of the program and culminate in the final semester with student presentations. See the **DPT Curriculum Sequence** for details of the Program's course of study.

Foundation Science Curricular Track

First Year Courses:

- DPT 500: Gross Anatomy & Histology
- DPT 503: Physiology for Physical Therapy
- DPT 502: Kinesiology

Clinical Foundation Curricular Track

First Year Courses:

- DPT 508: Physical Therapy Procedures I
- DPT 509: Foundations of Clinical Examination and Evaluation
- DPT 530: Pharmacological Management for PT Practice

Second Year Courses:

- DPT 608: Physical Therapy Procedures II

Practice Management

First Year Courses:

- DPT 504: Practice Management I
- DPT 505: Practice Management II

Second Year Courses:

- DPT 605: Health Care Policy and Advocacy for the PT

Critical Inquiry Curricular Track

First Year Courses:

Critical Inquiry (Research) Curricular Thread

The objective of the research track is to have students develop into a critical consumer of literature for their evidence-based clinical practice, by developing students' analytical and critical thinking skills and synthesis and integration of foundational and applied research literature.
Students will join one of the faculty-led research projects through coursework which is woven into the curriculum. At the termination of DPT 504, students will be assigned to a group. Each student will establish and sign a DPT Research Contract with their faculty advisor and is expected to contribute to the development, data collection, analysis and writing throughout each component of the research thread. A summary of the research thread is provided below. The following chart represents the research curriculum sequence for the class of 2022. The course descriptions and general Curricular Sequence otherwise outlined in this manual are current for the 2019-20 academic year. Detailed descriptions of each of the courses within the thread are provided in the Course Descriptions.

Critical Inquiry Track: Components & Timelines

Graduate Years 2025-2026

The following description applies to graduate years 2025 and 2026:

Course	Learning Activities / Course Requirements	Objectives	Semester/Year
	Not part of the Critical Inquiry Track Introduction of Evidence Informed Practice. Student assignment to a faculty led engaged research project	-Understanding of evidence-based practice and levels of evidence -Introduce Pedro scale, Cochrane review and APTA resources including Clinical Practice G566(t)-3 (ic)9(i)-6 (,)ro]TJ-0e,e a	

	gap -Introduce and develop a PICO question -Develop skills for use of electronic journal databases and other library resources to support literature review -Complete a thorough review of the literature -Develop skills for use of citation management software -Develop skills in the assessment of methodologic quality -Advance scholarly writing skills -Effectively develop annotated bibliography -Integrate findings of the literature review into the Background/Introduction section of a manuscript draft. -Complete CITI training courses, as outlined below.

Graduate Year 2027

The following description applies to graduate years 2027:

Course	Learning Activities / Course Requirements	Semester/Year
	- Understand qualitative and quantitative research paradigms - Develop knowledge in quantitative statistics - Develop knowledge for critical evaluation and clinical application of research - Student assignment to a faculty research project for DPT 613 and 614	Summer (Mod 5)/ DPT I
	- Develop skills for evidence-informed practice, including accessing, appraising, and applying evidence - Develop skills in identifying PICO questions - Develop skills for the use of electronic journal databases and other library resources to support literature review - Develop basic skills (paraphrasing, summarizing) in scholarly writing - Development of proper citation skills - Develop skills in identifying and utilizing research evidence to inform physical therapy examination, evaluation, intervention, diagnosis, prognosis - Participation in Faculty-led Engaged Research (FLER) projects, which may include: - Data collection - Data analysis - Literature review - Meta analysis - Advance and apply skills in evidence-informed practice. - Develop skills in interpreting research evidence related to health conditions, outcome measures, and patient experience - Develop skills for synthesizing and communicating research evidence to patients through a group project - Partu0Ryp (i30.7 ( )10.6 ()]TJ0 Tc6-0.7 (a0 0 17 ( )5a)10.17)5a	Fall/DPT II

Learning Guest Indemnity Form (Reference: SL Guest Indemnity Form)

All students engaged in SLE must complete a **preparatory assignment** prior to the experience and a **reflection assignment** following its completion, as outlined by the course faculty or the faculty LEADS committee members

What are Co-Curricular Learning experiences? Co-curricular learning experiences are carefully designed real-world learning activities that occur during class time or in place of scheduled classroom "seat" time to integrate, reinforce, and apply didactic content to real-world physical therapy experiences. Each experience is specifically aligned with course content and will include preparation and reflective learning assessments. For liability purposes, individuals engaged within student SLE must complete an **Informed Consent form**, as described in the Use

LEADS and Real-World Learning – Graphic Summary

1. Seifer SD. Service-learning: Communitycampus partnerships for health professionseducation. Acad Med. 1998;73:273-277

Course Descriptions

DPT I Course Descriptions

Course Number: DPT 500
Course Name: Gross Anatomy and Histology
A comprehensive and in-depth study of the form and function of the human body at macroscopic, microscopic, and molecular levels. Virtual dissection tables aid a regional approach to the study of gross anatomical structures and histological sections. The course consists of lectures, virtual dissection, and laboratory experiences focused on medical imaging and surface anatomy.

Course Number: DPT 502n818o (oac)-TJ/(ol)2.6 (ec)-2 (u)10.5 (he)11.427tionsCourseame:AnT] l5( )0.5 6r0.

anthropometrics (edema, atrophy, etc.), and pain. Concepts such as enhancing the therapist-patient therapeutic alliance will be reinforced along with skills in documentation of the patient encounter. Expectations for professional behavior and skills performance will be commensurate with course objectives.

course will address: 1) the interaction between drug therapy and physical therapy interventions, 2) the therapeutic and adverse/side effects of medications and 3) their impact on rehabilitation. This course will also emphasize the integration of drug effects with the clinical decision making that each physical therapist must perform in order to determine if physical therapy is appropriate and if a medical consult is necessary. This course prepares students to be able to integrate comprehensive patient care across diverse health care settings.

Revision first year courses: 7/23/19 /7/9/20; 7/19/21JO

DPT II Course Descriptions

Course Number: DPT 605
Course Name: Health Care Policy and Advocacy for the Physical Therapist
DPT 605 addresses topics within non-clinical physical therapy practice that spans all practice settings and continuum of care. Topics covered in this course include health care policies that impact the local and global health care environment and those specific to the practice of physical therapy. Students will collaborate with professional and community organizations in advocacy efforts for the profession and broader healthcare needs of society.

Course Number: DPT 608
Course Name: Physical Therapy Procedures II
This course provides an investigation into the use of electrotherapy as a diagnostic and treatment agent and explores the principles and practices of physical agents in physical therapy. The principles of electrodiagnostics and electrical stimulation will be covered in depth. The electrotherapy unit includes a discussion of electrophysiology, the instrumentation and application of various types of electrical stimulation modalities, as well as low level laser, and biofeedback. Topics include electrical muscle stimulation, electrical stimulation for tissue repair, functional

objectives and concurrent clinical skills courses. This course is concurrent with didactic courses in the musculoskeletal, cardiopulmonary, and neuromuscular practice pattern series. The goal of these part-

Course Name: Comprehensive Examination
This course is composed of the preparation and administration of a comprehensive examination. This examination is the culminating experience of the program, which reflects mastery of the didactic component of the physical therapy curriculum. The examination is 4 hours and 15 minutes in duration and is comprised of 200 multiple choice questions. Passage of this exam is required for graduation.

Course Number: DPT 810
Course Name: Comprehensive Examination
This course is composed of a comprehensive examination for students who failed DPT 810. The passage of the examination reflects mastery of the didactic component of the physical therapy curriculum. Students must create their own plans for remediation. The examination is 4 hours and 15 minutes in duration and is comprised of 200 multiple choice questions. Passage of this exam is required for graduation.

Course Number: DPT 805
Course Name: Advanced Patient Outcomes Through the Use of Clinical Technologies
Students will learn and apply current technologies to analyze normal movement and the movement of individuals with varying health conditions. In addition, students will study the effect of physical therapy interventions to improve movement and function. The use of technologies, such as real-time ultrasound, motion capture, electromyography, inertial sensors, force plates, and the instrumented split-