



# Physical Therapy

UNIVERSITY OF CENTRAL FLORIDA

## Doctor of Physical Therapy Program Handbook 2021 - 2022



College of Health Professions & Sciences  
School of Kinesiology & Physical Therapy  
Division of Physical Therapy

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## Welcome to Physical Therapy Students

Welcome to the Doctor of Physical Therapy Program at the University of Central Florida! We are proud to have you as a graduate student and hope you feel a similar sense of pride, having been admitted into a professional graduate program at one of the preeminent universities in the country.

This handbook has been developed to provide information regarding the specific policies and procedures, as well as expectations of the UCF Doctor of Physical Therapy Program. It is expected that you familiarize yourself with the contents of this handbook and adhere to the policies described herein, in addition to those policies that apply to all graduate and doctoral students at the University of Central Florida. These are available through the [UCF College of Graduate Studies Student Handbook](#) and the [UCF Golden Rule](#). This manual does not supersede other documents provided by the College of Health Professions and Sciences and/or the University of Central Florida.

The Doctor of Physical Therapy Program Faculty have the right and responsibility to revise and update this handbook according to changes in program and institutional policy, regulations and procedures. All physical therapy students will be informed accordingly.

### History of the Doctor of Physical Therapy Program at UCF

In 1990, a Task Force consisting of faculty from the College of Health and Public Affairs (COHPA) and community leaders was charged with the task of investigating the feasibility of developing an entry-level program for the education of physical therapists.

The Request for Authorization to Implement a New Degree Program, a Bachelor of Science in Physical Therapy was approved by the Florida Board of Regents in 1991; a year after the planning process began. The program admitted the first class in 1992 and graduated a class each year from 1994 to 1999. In 1997, the State of Florida mandated that publicly funded universities transition to the master's degree in Physical Therapy.

In 1999, a traditional model leading to the master's degree was developed and an inaugural class graduated in 2002. The program received permission from the state's Board of Governors on March 29<sup>th</sup>, 2007 to transition to the Doctor of Physical Therapy (DPT) degree as the entry level degree offered by the university. The first enrolled DPT class started in May of 2007 and graduated in 2010.

To better prepare students for the practice of Physical Therapy well in to the 21st century, the DPT curriculum added didactic course work in areas such as radiology, imaging, differential diagnosis and other areas of advanced clinical practice in physical therapy. As it is currently structured, the curriculum begins with summer enrollment in basic science courses and ends nine semesters later.

The program has grown to nine (9) full time core faculty and is always looking for opportunities to strengthen faculty expertise. In addition to core faculty, the program has numerous associated faculty and guest lecturers with various areas of clinical expertise. With more than 600 clinical affiliation agreements nationwide, we have the services of many outstanding clinical faculty.

### **Program Accreditation**

The Doctor of Physical Therapy Program at the University of Central Florida is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The Program received Interim Accreditation of its master's degree program in May 1998. The Program received a site visit from the Commission on Accreditation in Physical Therapy Education in July 2003. Following the site visit, the program was granted full accreditation in April 2004 through June 2014. In April 2014, the Doctor of Physical Therapy Program received its accreditation through June 2025. While students with concerns or complaints are encouraged to follow the processes within the program or university policies, they can also file a complaint with CAPTE on the following website <http://www.capteonline.org/Complaints/>.

## Mission & Vision Statements

### Mission:

The mission of the University of Central Florida's Doctor of Physical Therapy Program is to cultivate excellence in physical therapist practice through comprehensive and focused doctoral education. The program fosters excellence through its dedication to foundational sciences, clinical skill proficiency, research and evidence-based practice, service and professional duty, and lifelong learning. The program is committed to the development and strengthening of the healthcare community in order to optimize patient care in the dynamic healthcare environment.

### Vision:

The Doctor of Physical Therapy Program at the University of Central Florida will be distinguished for:

- Its breadth, depth, and collaborative approach to physical therapist education
- Clinical excellence and advancement of clinical practice
- Scholarly achievements and professional recognition of students, faculty and clinical partners
- Dedication to the health and well-being of the Central Florida community
- Professional commitment and advocacy
- Cultivation of professional development to advance the practice of physical therapy

### *Tenets of excellence:*

The University of Central Florida's Doctor of Physical Therapy Program strives to cultivate excellence in physical therapist practice. The program is devoted to the foundational principles of the doctoring healthcare profession, clinical practice advancement, research and evidence-based practice, service and professional duty, and lifelong learning. The following tenets embody the strengths and culture of UCF's Doctor of Physical Therapy Program:

#### a) **Foundational Principles**

- a. High standards, expectations, and lofty aspirations
- b. APTA Core Values
- c. Synthesis of knowledge in basic sciences leading to advanced clinical practice

#### b) **Clinical Practice**

- a. Patient-centered care
- b. Focus on evidence-based practice
- c. Fostered student growth and development into specialty areas
- d. Diverse core faculty composition
- e. Clinical education opportunity and diversity
- f. Balanced clinical preparation
- g. Development through integrated clinical experiences and interprofessional education

#### c) **Research & Evidence-Based Practice**

- a. Dedication to the research process
- b. Teaching focus on evidence-based practice
- c. Critical appraisal and implementation of research

#### d) **Service**

- a. Community engagement, impact, and influence

#### e) **Professional Duty**

- a. Devotion to service of professional associations, committees, and task forces
- b. Advocacy for the profession

#### f) **Lifelong learning**

- Cultivation of advanced clinical practice and skill enhancement
- Scientific inquiry
- Pursuit of clinical, personal, and professional growth

**Beliefs:**

- We believe that membership in the American Physical Therapy Association (APTA) enhances professional development and that promoting membership should begin during entry-level physical therapist education.
- We believe that physical therapists should uphold the scientific foundations of the practice of physical therapy and the ethical principles of the profession.
- We believe that physical therapists should lead by example in the areas of health, wellness and prevention by being active participants in the community.
- We believe in respect for individual and cultural differences and we encourage understanding the culture of individuals and groups.
- We believe in the creation of a learning environment that fosters critical thinking, reflection, and lifelong learning

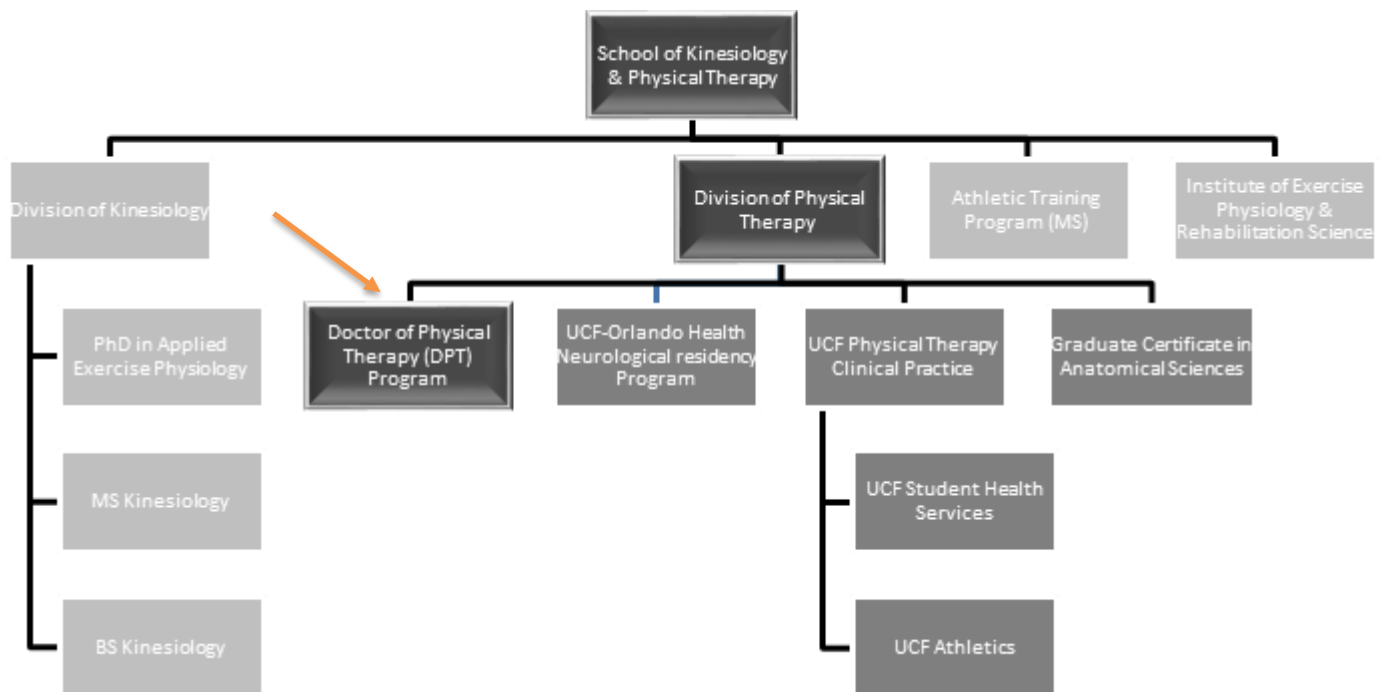
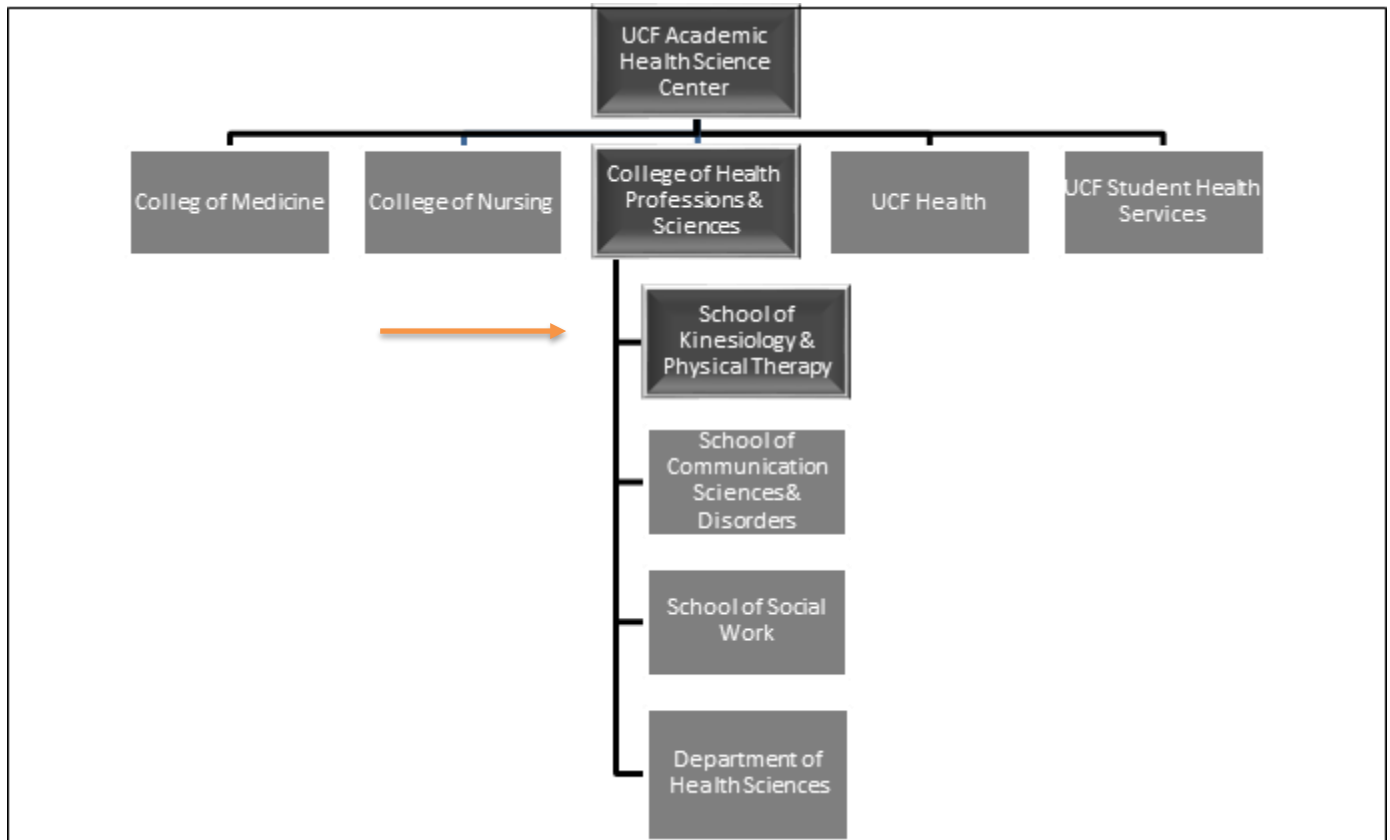
**Program Goals:**

The objectives of the Doctor of Physical Therapy Program are to

- Exemplify interprofessional healthcare and education
- Embody best practices in integrated clinical education
- Cultivate clinical excellence in all its constituents
- Advance physical therapy practice through scholarly achievements
- Lead to the improvement of health and well-being in the Central Florida community
- Exemplify commitment to the profession of physical therapy
- Advance physical therapy clinical practice.



### Organizational Structure



## **University & College Structure**

The Doctor of Physical Therapy Program is administratively housed within the Division of Physical Therapy. The Division of Physical Therapy includes the DPT Program, the Anatomical Sciences Graduate Certificate, the UCF-Orlando Health Neurological Residency Program, and the UCF Physical Therapy clinical practice sites.

The Division of Physical Therapy is part of the School of Kinesiology & Physical Therapy. The School of Kinesiology & Physical Therapy is comprised of:

1. The Division of Physical Therapy
2. The Athletic Training Program
3. The Division of Kinesiology
  - a. Includes: Kinesiology BS and MS programs; PhD track in Applied Exercise Physiology.

The School of Kinesiology & Physical Therapy is administratively housed in the College of Health Professions & Sciences, which is under the umbrella of both UCF, and the UCF Academic Health Science Center. The UCF Academic Health Science Center also includes the College of Medicine and College of Nursing, UCF Health, and UCF Student Health.

## **DPT Program Administration**

### Program Director

**Patrick Pabian PT, DPT, PhD, SCS, OCS, CSCS**

Clinical Associate Professor

Patrick.Pabian@ucf.edu

407-823-3457

HS I, Room 256

Expertise: Professional Education, Orthopedics, Sports

### Director of Clinical Education (DCE)

**Laurie Neely PT, DPT, NCS**

Clinical Assistant Professor

Laurie.Neely@ucf.edu

407-823-0611

HS I, Room 261

Expertise: Clinical Education, Neurology

## **Professional Support Personnel**

### Manager, Academic Support Services

**Samantha Mundell M.Ed.**

Samantha.Mundell@ucf.edu

407-823-6026

HS I, Room 256

Responsibilities: Program Support, Academic Support, Admissions Chair, Clinical Education Support

Academic Support Coordinator**Samantha “Jax” Fraley M.A.**

Samantha.Fraley@ucf.edu

407-823-3462

HS I, Room 256

Responsibilities: Student Support, Advising, IPE Coordination, SPTA Liaison, Event Programming

**Core Faculty****Morris “Rick” Beato PT, DPT, GCS, NCS**

Clinical Assistant Professor

Morris.Beato@ucf.edu

407-823-1864

HS I, Room 255A

Expertise: Gerontology, Neurology

**Nicole Dawson PT, PhD, GCS**

Assistant Professor

Nicole.Dawson@ucf.edu

407-823-1863

HS I, Room 258A

Expertise: Gerontology

**William Hanney PT, DPT, PhD, ATC, CSCS**

Associate Professor

William.Hanney@ucf.edu

407-823-0217

HS I, Room 262

Expertise: Orthopedics, Manual Therapy

**Carey Rothschild PT, DPT, OCS, SCS, CSCS**

Clinical Assistant Professor

Carey.Rothschild@ucf.edu

407-823-1439

HS I, Room 260

Expertise: Orthopedics, Sports

**Matthew Stock PhD**

Associate Professor

Matt.Stock@ucf.edu

HS I, Room 258

407-823-0364

Expertise: Exercise Science, Physiology

**Jennifer Tucker PT, DPT, PCS**

Clinical Assistant Professor

Jennifer.Tucker@ucf.edu

407-823-3461

HS I, Room 263

Expertise: Pediatrics

**Associated Faculty - Division of Physical Therapy**

**Sheila Klausner PT, DPT, OCS, COMT, CSCS**

Clinical Assistant Professor of Physical Therapy Practice

Director of Sports Physical Therapy Services

Sheila.klausner@ucf.edu

Health Center & Pharmacy, Room 114

407-823-0377

Expertise: Orthopedics, Sports medicine, Manual Therapy

Clinical Practice Location: UCF Student Health; UCF Athletics Association

**Randi Richardson PT, DPT, SCS, OCS**

Clinical Assistant Professor of Physical Therapy Practice

Health Center & Pharmacy, Room 114

Randi.Richardson@ucf.edu

407-823-0377

Expertise: orthopedics, sports

Clinical Practice Location: UCF Student Health

**Jacqueline Flores-Otero PhD**

Clinical Associate Professor of Anatomy

Jacqueline.flores@ucf.edu

HS I, Room 262

Expertise: Anatomy, Neuroscience / neurobiology

**Neurologic Resident**

**Uzair Hammad PT, DPT**

Resident: UCF-Orlando Health Neurologic Clinical Residency Program

HS I, Room 264

**Courtesy-Appointed Faculty**

**Charissa Doerger PT, CP**

OPIE Software

cdoerger@me.com

Clinical Practice Area: Prosthetics, Patient Care

**Jamie Dyson, PT, DPT**

Central Florida Regional Hospital

Jamie.dyson@ucf.edu

Clinical Practice Area: critical care, acute care, integumentary

**Cole Galloway PT, PhD**

University of Delaware

jacgallo@udel.edu

Specialty Area: Rehabilitation Research, National Founder Go Baby Go

**Eric Greeno PT, DPT, SCS, CSCS**

Orlando Sports Medicine

eric@orlandosportsmedicine.com  
Clinical Practice Area: Sports, Orthopedics, Private Practice

**Adjunct Faculty**

**Steven Balogh PT, DPT**  
B Physical Therapy  
bphysicaltherapyviedo@gmail.com  
Clinical Practice Area: Orthopedics, private practice

**Stephanie Bernardo PT**  
Children First Home Care  
sbernardo@cfl.rr.com  
Clinical Practice Area: Pediatrics

**Peter Buffington PT, DPT**  
Orlando Sports Medicine  
peter@orlandosportsmedicine.com  
Clinical Practice Area: Orthopedics, sports

**Jose Dominguez PT, PhD, OCS**  
Orlando Health Rehabilitation Institute  
Jose.Dominguez@orlandohealth.com  
Clinical Practice Area: Orthopedics, inpatient rehabilitation

**Katie Hoffmann PT, DPT**  
Florida Hospital Sports Medicine & Rehabilitation  
Katherine.Hoffmann@flhosp.org  
Clinical Practice Area: Orthopedics

**Todd Maurer PT, DPT**  
Orlando Health  
Todd.Maurer@orlandohealth.com  
Clinical Practice Area: Orthopedics

**Karis Zbaraschuk PT, DPT, CSCS, COMT**  
Florida Hospital Sports Medicine & Rehabilitation  
Karis.Zbaraschuk@FLHosp.org  
Clinical Practice Area: Manual Therapy, Orthopedics

**College Administration Contacts*****School Director: School of Kinesiology & Physical Therapy***

Jeff Stout, PhD  
Jeffrey.Stout@ucf.edu  
407-823-0211

***School Associate Director: School of Kinesiology & Physical Therapy***

Patrick Pabian PT, DPT, PhD  
Patirck.Pabian@ucf.edu  
407-823-3457

***Dean of the College of Health Professions & Sciences***

Christopher Ingersoll PhD  
407-823-6424

***Assistant Dean, Academic Affairs & Graduate Studies***

Linda Rosa-Lugo, EdD  
407-823-0171

***Associate Dean, Research***

Jennifer Kent-Walsh, PhD  
407-823-0171

***Associate Dean, Clinical Affairs***

Bari Hoffman Ruddy, PhD  
407-823-0171

***Assistant Dean, Undergraduate Affairs***

Suha Saleh, PhD  
407-823-0171

***Graduate Affairs Director***

Ranetta Guinn  
rguinn@ucf.edu  
407-823-4025

## **DPT Program Committees**

The DPT Program utilizes several committees to assist in its operations and shared governance. All committees are directed by and under the supervision of the program director. Each committee serves in advisory capacity and generates written reports of actions to the DPT Program Director. Decisions are made in alignment and in consideration of both professional accreditation (CAPTE) and institutional policy. Faculty committee members are appointed in May of each year to serve a three-year term. Chair appointments are made by the program director and are subject to change.

### **Admissions Committee**

The Admissions Committee works in consultation with the Program Director throughout the admissions process to create, review/revise, and follow admissions policies and procedures. The Admissions Committee is responsible for reviewing each applicant's application to the Doctor of Physical Therapy Program. This Committee works with the Program Director to review the credentials and prerequisites for both the university and the program. The Committee is also responsible for organizing the selection process of the applicants, which includes the interview process. Following the receipt of the applicants' admission requirements, this committee will work with the committee chair to develop both an acceptance list and "Wait" list for the program. The committee chair is responsible for consulting with the Program Director on admissions processes and decisions, organizing committee meetings to discuss issues that may arise, contacting applicants, managing the Physical Therapy Centralized Application System (PTCAS) and coordinating admission with the College of Graduate Studies.

Committee Members:

- Ms. Samantha Mundell (chair)
- Dr. William Hanney
- Dr. Laurie Neely
- Dr. Jennifer Tucker
- Dr. Rick Beato

### **Curriculum Committee**

The purpose of the Curriculum Committee is to ensure that the curriculum is consistent, logical and adheres to the guidelines put forth by both the university and professional accrediting body, CAPTE. The Curriculum Committee acts in an advisory capacity to the Program Director to guide reassessment of the curriculum, review existing curricula and syllabi, make suggestions of possible standardization and revisions. In addition, the Committee may meet with the Program Director for consultation regarding curriculum design and reassessment.

Committee Members:

- Dr. Laurie Neely (chair)
- Dr. Carey Rothschild
- Dr. Matt Stock

### **Retention and Advancement Committee**

The purpose of the Retention & Advancement Committee is to evaluate student progression throughout the curriculum. Accordingly, the committee's main task is to review student progress and report recommendations to the Program Director for students found to be at risk of not advancing successfully through the program. As part of the evaluation process, and to assess if the student is meeting the academic and/or clinical standards for advancement in the DPT program, the committee and/or collective core faculty may elect to any or all of the following, as appropriate:

- a) meet with the student
- b) request written or oral examinations of the student's knowledge of coursework at any point in the curriculum
- c) review relevant coursework or grades
- d) review performance in clinical education experiences in consultation with the Director of Clinical Education

Based on their findings, the committee will make their recommendations to the Program Director. These recommendations may include remedial coursework, continued clinical assignments, program probation, or dismissal from the program. At the discretion of the Program Director, the entire core faculty may be included in decisions and/or student interactions. Resolutions approved by the Program Director will be implemented by the committee and the student will be given timely notice in writing of necessary course of action or decisions.

Committee Members:

Dr. Rick Beato (chair)  
 Dr. Nicole Dawson  
 Dr. Matt Stock  
 Dr. Jennifer Tucker

### **Professional Standards Committee**

It is the responsibility of the Professional Standards Committee to ensure that professional conduct is followed by all Physical Therapy students as outlined in the "Professional Conduct" section in this handbook. Incidences of misconduct or unprofessional behavior reported to the Program Director may result in investigation and intervention by the committee. The Committee will meet with students or any other party involved and make recommendations for resolution to the Program Director. Recommendations can be based on, but are not limited to, the severity of the offense and the number of occurrences. Recommendations may include a required course of action by the student for remediation, including but not limited to letter of reprimand, program probation, suspension, or program dismissal. At the discretion of the Program Director, the entire core faculty may be included in decisions and/or student interactions. Resolutions approved by the Program Director will be implemented by the committee and the student will be given timely notice in writing of necessary course of action or decisions.

Committee Members:

Dr. Carey Rothschild (chair)  
 Dr. William Hanney  
 Dr. Nicole Dawson



**Program Assessment Committee**

The Program Assessment Committee is charged with the ongoing formal assessment that determines the extent to which the program meets its stated mission, as well as efficacy of other administrative aspects of the program. The committee is chaired by the Program Director and includes the Director of Clinical Education and program administrative support staff. The assessment process occurs on an annual basis and involves the collection, analysis, and reporting of data, strengths, weaknesses, and recommendations. Information is collated and presented to the core faculty, stakeholder groups and/or other agency as appropriate (accrediting bodies, Office of Operational Excellence and Assessment Support, etc.). The Program Assessment Committee is responsible for the development and revision of the Program Assessment Matrix and Timeline of Program Assessments as necessary.

**Committee Members:**

Dr. Patrick Pabian (chair)  
Ms. Samantha Mundell  
Ms. Samantha Jackson  
Dr. Laurie Neely

## Essential Functions of the Student in the DPT Program

Students enrolled in the University of Central Florida Doctor of Physical Therapy program must perform certain essential functions in order to participate in and complete program requirements to obtain the DPT degree and practice in a safe and effective manner as a licensed healthcare provider in any state jurisdiction. The following essential functions define the minimal physical, cognitive, and behavioral abilities required for successful program completion as well as entry-level physical therapy practice.

The practice of physical therapy includes the examination, diagnosis, and treatment of individuals with physical disabilities, movement dysfunction, and pain. The demands of physical therapy practice and education require that the student is able to *safely and effectively* perform certain essential functions. Physical therapists must be prepared to conduct components of clinical practice in a timely manner. These components include performance of a relevant patient examination, evaluation of the results of the examination, synthesis of data to establish an accurate diagnosis, prognosis and plan of care, implementation of interventions and utilization of re-examination to assess patient outcomes. Physical therapists must also possess the skills necessary to determine when referral of the patient/client to another health care professional is appropriate. Physical therapists must also provide evidence that the care they provide is effective, often through the conduct of clinically-based research.

The Commission on Accreditation of Physical Therapy Education (CAPTE) accredits professional physical therapy programs and requires that graduates of these programs are able to deliver entry-level clinical services. State Boards of physical therapy practice also require that licensees in physical therapy are able to *safely and effectively perform the practice of physical therapy without risk to the public*. This includes awareness and compliance with common safety and public health standards that are standard practice within our health systems and requisite of health care professionals. Graduates of entry-level programs are required to possess a broad base of knowledge and skills requisite for the practice of physical therapy. Physical therapists must possess the intellectual, communication, behavioral – social, observational, and motor abilities to meet the standard of practice.

All applicants are required to complete these essential functions, with or without reasonable accommodation. Reasonable accommodation refers to ways in which the university can assist students with disabilities to accomplish tasks. For example, provide support services to significantly decrease or eliminate physical and educational barriers caused by disability. Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks.

Prospective DPT students who can complete these tasks with or without reasonable accommodation are not required to disclose their disability prior to an admission decision. Prospective DPT students who cannot complete these tasks with or without reasonable accommodation are ineligible for consideration for admission. If admitted, a student with a disability, who requires reasonable accommodation must register with UCF Student Accessibility Services. An offer of admission may be withdrawn, or an enrolled student may be dismissed at any time from the program if it becomes apparent that the student cannot complete these essential tasks, or that fulfilling functions would create a significant risk of harm to the health or safety of others.

The demands of physical therapy practice require the student to perform certain essential functions. The following is a list of the essential functions required of the prospective DPT student to participate in academic and clinical components of the curriculum.

***Intellectual Abilities***

Intellectual skills include the ability to recall and comprehend large amounts of information and to apply this information to the patient's complex problems.

The DPT student must have the ability to:

1. Recognize and define problems, develop and implement solutions, and evaluate outcomes.
2. Demonstrate critical thinking skills and appropriate clinical decision making with ability to differentiate relevant vs. irrelevant information.
3. Memorize, analyze, synthesize and apply large volumes of information.

***Communication Abilities***

Effective communication skills enable the physical therapist to obtain appropriate information from patients and to effectively explain treatment procedures to patients and other professionals.

The DPT student must have the ability to:

1. Effectively process and comprehend written and verbal communications, in the English language, in any form of media at a level consistent with full participation in academic and professional clinical coursework.
2. Utilize appropriate and effective verbal, written and non-verbal communication.
3. In all situations, respond appropriately verbally and in writing, in the English language, when communicating with any personnel.
4. Respond to situations that indicate an individual's need for assistance.
5. Participate in group and individual discussions, present oral and written reports and provide constructive feedback in the English language.

***Observational Abilities***

Observation is one of the key tools that a physical therapist possesses. These skills are essential for the PT to gather data regarding the patient and the patient's condition. The DPT student must have the ability to:

1. Observe and recognize abnormalities/ changes in a patient's position, posture, movements, skin condition, and appearance.
2. Recognize potential safety hazards.
3. Read equipment dials, graphs, patient's charts, professional literature, and notes from patients, physicians and other health professionals.

***Behavioral – Social Abilities***

The physical therapist must demonstrate the ability to practice in a professional and ethical manner and possess the emotional stability to practice in a stressful work environment. The DPT student must have the ability to:

1. Appropriately handle the physical, emotional and mental challenges of a rigorous curriculum and varied clinical environments.
2. Demonstrate flexibility and willingness to adapt to changing environments.
3. Demonstrate empathy, compassion, integrity, honesty, and concern for others of all cultures.
4. Demonstrate the ability to respond appropriately to unpredictable or stressful situations.
5. Demonstrate behaviors and attitudes that protect the safety and well-being of others especially patients and classmates.
6. Demonstrate professional, ethical and legal behavior in academic and clinical environments.
7. Demonstrate the ability to effectively care for all patients, regardless of race/ethnicity, gender, sexual orientation, age, or religious affiliation.

8. Demonstrate awareness *and compliance with* standards of public health that adequately protect patients and vulnerable populations.

### **Motor Abilities**

The practice of physical therapy requires that the practitioner possess the ability to perform basic evaluation and therapy procedures that require specific physical skills and stamina. A therapist must also use vision and somatic sensation in the evaluation and treatment of patients. The DPT student must have the ability to:

1. Attend classes 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities.
2. Participate in clinical rotations 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
3. Sit for two to 10 hours daily, stand for one to four hours daily, and walk or travel for two to four hours daily.
4. Lift a minimum weight of 10 pounds overhead and be able to move a 150 lb dependent person from one surface to another.
5. Carry in your arms (as opposed to in a box, backpack, on your head or shoulders) up to 25 pounds while walking up to a minimum of 50 feet.
6. Exert 75 pounds of push/pull forces up to 50 feet and sometimes exert 150 pounds of push/pull forces from a standing or seated position.
7. Twist, bend, stoop, squat, crawl, climb onto equipment, reach above shoulder level, and kneel.
8. Move from place to place and position to position at a speed that permits safe handling of classmates and patients.
9. Stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
10. Climb stairs and negotiate uneven terrain with good balance. (ex: without stumbling or falling and without holding on to rails or other objects)
11. Administer CPR— upon successful completion of appropriate CPR certification / training.
12. Use hands to manipulate very small equipment, palpate body structures, handle injured body parts without causing injury to the subject, and safely guide a patient's movement.
13. Perform physical tasks while maintaining awareness of external factors; including patient response, monitor displays, equipment function and/or surroundings.

## Curriculum Design

The program is designed to enable students to demonstrate in the classroom, and later in the clinic, that they have achieved levels of comprehension and competence expected of *entry-level physical therapists*.

The professional component is divided into three segments: foundational science courses, physical therapy clinical science, and comprehensive evidence-based care. All students are required to complete the entire curriculum in the prescribed sequence unless approved by the Program Director.

The curriculum is organized into units of instruction integrating the cognitive, psychomotor and affective domains of learning. Each course identifies behavioral objectives and the level of comprehension and competence expected of the students at that point in the program.

### Academic & Clinical Coursework

The DPT is a full-time professional doctoral program requiring completion of 114 credits beyond the bachelor's degree. The course work is typically taken in a prescribed sequence over nine semesters. The program requires a total of 36 weeks of full-time clinical education, with numerous integrated clinical education experiences. During the full-time clinical education rotations, students work under the direct supervision of a licensed physical therapist. All clinical education procedures are administrated by the Director of Clinical Education, with standards communicated through the Clinical Education Handbook and clinical education course syllabi.

**CURRICULUM INTENSITY** – The curriculum of this program is designed to prepare the student for entry-level competencies as a generalist physical therapist. The intensity of the program is advanced and commensurate with a professional doctoral program in alignment with CAPTE standards.

#### *First Year:*

##### **SUMMER TERM (14 CREDIT HOURS):**

- PHT 5003 FOUNDATIONS OF PHYSICAL THERAPY: 2(2,0)
- PHT 5125 CLINICAL KINESIOLOGY LECTURE: 2(2,0)
- PHT 5125L CLINICAL KINESIOLOGY LAB: 1(0,2)
- PHT 6115C GROSS ANATOMY/NEUROSCIENCE I: 6 (3,6)
- PHT 6156 APPLIED HUMAN PHYSIOLOGY FOR HEALTH SCIENCES: 3(3,0)

##### **FALL TERM (17 CREDIT HOURS):**

- PHT 5240 PHYSICAL ASSESSMENT LECTURE: 1(1,0)
- PHT 5240L PHYSICAL ASSESSMENT LAB: 2(0,4)
- PHT 5260 PATIENT CARE SKILLS LECTURE: 2(2,0)
- PHT 5260L PATIENT CARE SKILLS LAB: 2(0,4)
- PHT 6118C GROSS ANATOMY/NEUROSCIENCE II: 3,6 (3,6)
- PHT 6153 PHYSIOLOGIC ASSESSMENT IN PHYSICAL THERAPY PRACTICE: 2(0,2)
- PHT 6606 RESEARCH METHODS IN PHYSICAL THERAPY: 2(2,0)

##### **SPRING TERM (15 CREDIT HOURS):**

- PHT 5218C THERAPEUTIC MODALITIES IN REHABILITATION: 3(2,1)
- PHT 5241 THERAPEUTIC EXERCISE I LECTURE: 2(2,0)
- PHT 5241L THERAPEUTIC EXERCISE I LAB: 2(0,4)

- PHT 6242 ORTHOPEDIC PHYSICAL THERAPY LECTURE: 3(3,0)
- PHT 6242L ORTHOPEDIC PHYSICAL THERAPY LAB: 1(0,2)
- PHT 6306 PATHOLOGY IN REHABILITATION: 2(2,0)
- PHT 6356 PHARMACOLOGY IN REHABILITATION: 2(2,0)

*Second Year:*

SUMMER TERM (11 CREDIT HOURS):

- PHT 5718 NEUROLOGICAL PHYSICAL THERAPY LECTURE: 3(3,0)
- PHT 5718L NEUROLOGICAL PHYSICAL THERAPY LAB: 1(0,2)
- PHT 6219C PAIN MECHANISMS AND TREATMENT IN REHABILITATION: 2(2,1)
- PHT 6245 THERAPEUTIC EXERCISE II LECTURE: 2(2,0)
- PHT 6245L THERAPEUTIC EXERCISE II LAB: 1(0,2)
- PHT 7722C INTEGRATIVE CLINICAL PRACTICE: 2(2,1)

FALL TERM (14 CREDIT HOURS):

- PHT 6322C PEDIATRIC PHYSICAL THERAPY: 3(2,2)
- PHT 6521 MANAGEMENT OF PHYSICAL THERAPY SERVICES: 2(2,0)
- PHT 6716C ADVANCED ORTHOPEDIC PHYSICAL THERAPY: 2(1,2)
- PHT 6720 INTEGUMENTARY PHYSICAL THERAPY: 1(1,0)
- PHT 6805C CLINICAL EDUCATION I: 4(1,20)
- PHT 7742C ACUTE CARE PHYSICAL THERAPY: 2(2,0)

SPRING TERM (13 CREDIT HOURS):

- PHT 6374C GERIATRIC PHYSICAL THERAPY: 2(2,1)
- PHT 6381C CARDIOPULMONARY PHYSICAL THERAPY: 2(2,1)
- PHT 6618C RESEARCH APPLICATIONS IN PHYSICAL THERAPY: 2(2,0)
- PHT 6719 ADVANCED NEUROLOGICAL PHYSICAL THERAPY LECTURE: 2(2,0)
- PHT 6719L ADVANCED NEUROLOGICAL PHYSICAL THERAPY LAB: 1(0,2)
- PHT 7134C PHYSICAL THERAPY INTEGRATION: 2(2,0)
- PHT 7730C PRIMARY CARE FOR THE PHYSICAL THERAPIST: 2(2,0)

*Third Year:*

SUMMER TERM (6 CREDIT HOURS):

- PHT 7822C CLINICAL EDUCATION II: 6(1,40)

FALL TERM (13 CREDIT HOURS):

- PHT 6070C RADIOLOGY/IMAGING FOR PHYSICAL THERAPY: 3(3,0)
- PHT 7329C ADVANCED PEDIATRIC PHYSICAL THERAPY I: 1(1,0)
- PHT 7521C MANAGEMENT OF PHYSICAL THERAPY SERVICES II: 2(1,1)
- PHT 7721C ADVANCED ORTHOPEDIC PHYSICAL THERAPY II: 1(1,0)
- PHT 7772C ADVANCED NEUROLOGICAL PHYSICAL THERAPY II: 1(1,0)
- PHT 7780C ADVANCED GERIATRIC PHYSICAL THERAPY: 1(1,0)
- PHT 7823C CLINICAL EDUCATION III: 4(1,20)

SPRING TERM (11 CREDIT HOURS):

- PHT 7021 PROFESSIONAL PRACTICE IN PHYSICAL THERAPY 2(2,0)

PHT 7829C CLINICAL EDUCATION IV: 4(1, 20)

PHT 7900 CAPSTONE PROJECT IN PT II: 3(3,0)

PHT 7XXXC\*\*\* Elective Course (2 credit hours)

\*\*\*Elective Course Options (Student must select at least one (1) of the following courses, pending availability):

- PHT 6958 Physical Therapy Study Abroad
- PHT 7778C Advanced Manual Therapy
- PHT 7764C Advanced Neurological Treatment
- PHT 7702C Advanced Orthotics and Prosthetics
- PHT 7779C Sports Physical Therapy

### **Integrated Clinical Experiences (ICE)**

Contemporary physical therapy education, as required by professional standards with physical therapy accreditation, necessitates clinical activities that are outside of formal clinical education internships. These activities are called Integrated Clinical Experiences (ICE). These educational experiences are brief encounters with patients and patient populations through programmatic activities as well as activities embedded into several courses. In alignment with this requirement, the UCF DPT Program **requires full participation from enrolled students**. These activities may be directly aligned with DPT courses and assigned a grade, while others may be more programmatic in nature, outside of traditional coursework. All activities are designed to assist student development and understanding of various patient care issues. This will include exposure to various clinical settings and populations, and other part time experiences that will assist students in becoming more effective and safe practitioners when they enter formal clinical education or upon graduation and eventual licensure. These activities may necessitate travel outside of the UCF main campus and time outside of scheduled courses. All attempts will be made to communicate required activities with appropriate lead time. Accommodations to student academic schedules may be considered. Failure to comply with these established activities or unacceptable behaviors in association with them will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

### **Interprofessional Education (IPE)**

Contemporary physical therapy education, as required by professional standards with physical therapy accreditation requires education of students in collaborative team environments with the involvement of student from other professional disciplines. Thus, a co-curricular thread that is embedded into the UCF DPT Program is Interprofessional Education (IPE). The UCF DPT Program participates in a collaborative IPE curriculum with the UCF College of Medicine, UCF College of Nursing, UCF School of Social Work, UCF Counselor Education, and the UF College of Pharmacy. These activities involve coordination of numerous faculty and staff from all respective programs and several hundred students. **All DPT students are required to attend all IPE curricular activities**. These activities are scheduled in all years of the DPT Program and may involve travel to the UCF College of Medicine, UF College of Pharmacy (Lake Nona), and clinical sites in the Orlando area. All activities will be communicated to students with appropriate lead time. Accommodations to student academic schedules may be considered. Failure to comply with these established activities or unacceptable behaviors in association with them will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

## **Research Curriculum**

Contemporary physical therapy education, as required by professional standards with physical therapy accreditation, requires that graduates have a thorough understanding of clinical research. Areas of competency include the ability to independently locate reputable information, interpret study findings, and implement research into clinical practice. Students enrolled in the UCF DPT Program will take part in research throughout their curriculum. All students are required to work in small groups and complete a research project under the mentorship of a faculty member who serves as their research advisor. These projects culminate in a written manuscript, poster and oral research presentations at UCF. Students may also have the opportunity to present their research at state, regional, and national conferences. Many UCF DPT students have gone on to have their work published in peer reviewed journals. It should be noted that much of the research project will need to be completed outside of the traditional classroom setting, and students can expect to work on their research independently.

All additional requirements in the research curriculum will be communicated to students in writing through correspondence from the research coordinator, faculty research advisor, and/or Program Director and available via web platform.

### **PHT 7919 – Doctoral Research**

DPT students enroll in a 0-credit Doctoral Research Course each semester upon entering the research curriculum (Semester 4– the summer of the second year). Students should only register for the section of the course that lists their faculty research advisor as the instructor of record. These courses bear no tuition or impact to financial aid but will serve as a designation on official transcripts that the students are involved in research at the university.

A key component to a fruitful research experience is frequent communication between students and their faculty research advisor. Failure to maintain satisfactory progress in the research curriculum due to inadequate communication with the faculty research advisor and/or research coordinator, missing required deadlines, or other matters of unprofessional conduct, will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action. Satisfactory completion of an approved research project under the direction of a faculty research advisor is a requirement for graduation.

## **University / Department / Program Policies**

If a Program policy differs from the University policy, the University policy will prevail except where Programs have the prerogative to establish policy.

### **Retention & Advancement of DPT Students**

The DPT curriculum is organized in a hierarchical manner to provide students with basic and clinical sciences information as a foundation to the development of “hands-on” patient care skills, with progression into research and evidence-based practice. It is assumed that the didactic information and clinical skills gained each semester will be retained and applied appropriately throughout the curriculum. Deficiencies of students that are apparent through academic coursework, clinical education experiences, formal/informal ICE and/or IPE experiences, or research requirements will be acted on by



the program. **Failure to comply with these established activities or unacceptable behaviors in association with them will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.**

Each student's preparation to enter clinical education is assessed by the Director of Clinical Education, with assistance of the core faculty in regular faculty meetings, and the possible inclusion of the Retention and Advancement Committee, when recommended by the DCE or Program Director. Students have expected benchmarks of clinical performance that will be specific to each level of clinical affiliation as deemed appropriate by the Director of Clinical Education. These benchmarks are clearly outlined in each clinical education course syllabi. Students must pass their final clinical affiliation with an attainment of entry-level standards as indicated in the Clinical Education Handbook.

### ***Annual Review***

Each student is required to complete an annual review at the end of each year in the curriculum. The annual review is an evaluation of the student's didactic performance, research progress, and professional development. Annual reviews are completed by the student and their assigned DPT faculty advisor and become part of the student's permanent record. Low scores, or the student's failure to address areas of concern identified through the annual review, will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

### ***Examinations***

Students are expected to take all examinations at the scheduled time and place unless accommodations have been made by Student Accessibility Services, for matters related to possible disability, or with the assigned faculty on a course for other matters. Communication of needs to a faculty does not automatically warrant an accommodation. Faculty will exercise his/her professional judgement in all matters regarding his or her course, in consultation with the Program Director.

### ***Safety & Lab Course Examinations***

The core faculty are charged with ensuring the safe clinical practice of its students. As such, safety is a standard of practice in all clinical and laboratory coursework.

All laboratory courses in the curriculum incorporate safety as a standard of performance during course examinations. The course faculty will assess the safety of the student in the clinical performance of the lab activities. In the case of a safety violation or performance that is sub-standard, the student will be failed from the examination, and provided insight on the rationale for the assessment by the course faculty. In the case of a repeat violation, or failure to respond appropriately to faculty counseling, the student may be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

For clinical laboratory examinations, students are required to achieve an 80% proficiency in laboratory skills, without safety concerns. Violations will be managed through procedures specified in the course syllabus. Failure to appropriately remediate skill competencies to these standards may be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

For clinical education courses, safety is a core criterion assessed by the clinical instructor. Each clinical course has an expected level of performance in this area as indicated in the course syllabus. Falling below the prescribed level of performance is subject to review by the DCE. Failure to maintain

acceptable standards could result in failure of an assigned course, including clinical education courses. In cases of low or unsatisfactory performance, concerns will be communicated to the student and may be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

### ***Comprehensive Examination***

Each student is required to achieve a passing score on the comprehensive examination. If a student does not achieve a passing score on the first attempt, a second version of the exam will be provided. The first two examinations will include the practice exam(s) developed by the Federation of State Boards of Physical Therapy, with passing scores required to be no less than 600 (overall scale score).

If a passing score is not achieved on the second examination, the student will be required to pass an oral comprehensive examination which will involve patient case scenario(s) administered by the Retention & Advancement Committee and consist of raters who are core faculty in the UCF DPT program. This panel will consist of those faculty who possess expertise in the identified areas of weakness of the student from the first two comprehensive exams. Failure of the comprehensive examination upon this third attempt will result in review by the program faculty to determine if the student will be dismissed from the program or placed on a remediation plan.

### **Grading Policies in the DPT Program**

In accordance with the College of Graduate Studies' Policies, the Doctor of Physical Therapy Program maintains the following requirements for all DPT students:

- A GPA of 3.00 or better in the physical therapy professional course of study.
- No more than six (6) credit hours of unsatisfactory grades (grades C+ to C-), or "C grades" in greater than two classes, whichever credit hour total is greater.
- No grade of a "D" or "F" in a DPT curriculum course
- No 'unsatisfactory' grade (U) in a clinical education course.

Low Grades (C or lower)

\*\*\*According to University graduate policies:

***"C" grades (C, C+, C-), as well as D, D+, D-, F, and U grades, are all considered unsatisfactory grades.***

***A student may apply a maximum total of six semester credit hours of "C" grades, or the "C" grade credits associated with at most two classes, whichever is greater, to satisfy degree program requirements.***

***Exceeding six semester credit hours of unsatisfactory grades is grounds for dismissal for all degree-seeking and nondegree students. A course in which a student has received an unsatisfactory grade may be repeated, however, both grades will be used in computing the GPA. There is no forgiveness policy for any course taken while in graduate status.***

***Source: 2019-2020 UCF Graduate Catalog***

### **C Grades**

The interpretation of this policy for purposes of the UCF DPT program is that a student is not allowed to receive a C+ or lower in more than two (2) courses.

- If a student earns a **C grade in any course**, he / she is required to notify the DPT Program Director and their faculty advisor **within one week** so that the student can receive prompt counseling as to their academic progress and program/university policy.
- If a student earns **more than two C grades** in coursework, his / her status will be reviewed by the collective core faculty. The faculty will review the student performance and progress, and determine a course of action which may include the following:
  - Dismissal
  - Year-long removal from program and repeat of courses in which he or she received C grades
    - Additional remediation actions may also be required

### ***D, F, or U Grades***

The UCF Doctor of Physical Therapy Program treats D, F, or U grades seriously. Receiving any of these grades puts the student's status at risk in the Program.

- If a student earns a **D or F grade**, his / her status will be reviewed by the collective core faculty. The faculty will review the student performance and progress, and determine a course of action which may include the following:
  - Dismissal
  - Year-long removal from program and repeat of courses in which he or she received D or F grades
    - Additional remediation actions may also be required
- If a student earns an "**unsatisfactory**" (**U**) grade in a clinical education course, his / her status will be reviewed by the collective core faculty. The faculty will review the student performance and progress, and determine a course of action which may include the following:
  - Dismissal
  - Year-long removal from program and repeat of courses in which he or she received the U grade
    - Additional remediation actions may also be required

### ***Low GPA***

The university requires that students must maintain a graduate status GPA of at least 3.0 or higher in order to maintain regular graduate student status, receive financial assistance, and qualify for graduation. This GPA requirement cannot be waived.

If a student GPA falls below 3.0 cumulative, he/she will be placed on academic probation by the College of Graduate Studies. The student will have 1 full semester (9 credit hours or more) to improve the cumulative GPA to above a 3.0. If he/she fails to achieve this, the College of Graduate studies will dismiss the student.

In the case of dismissal for low GPA by the College of Graduate Studies, the UCF Doctor of Physical Therapy Program faculty will convene to discuss the student performance and progress throughout the curriculum. The DPT faculty may decide to create a conditional retention plan for the student, which is subject to agreement by the DPT Program Director and UCF College of Graduate Studies. This plan may

include but not limited to: temporary suspension, repeat of coursework, and other activities as prescribed to promote successful progress. Creation of a conditional retention plan is at the discretion and professional judgement of the core faculty and program director. ***There is never a guarantee that a retention plan will be created by the Program nor approved by the College of Graduate Studies.***

If a student GPA is below a 2.0 he / she will be dismissed by the College of Graduate Studies.

### ***Grading Conversion***

In the instance that a faculty uses a “+/-” grading system. The system is as follows:

Letter Grade	Grade Point Average (per credit hour)
A	4.00
A-	3.75
B+	3.25
B	3.00
B-	2.75
C+	2.25
C	2.00
C-	1.75
D+*	1.25
D*	1.00
D-*	0.75
F*	0.00
NC*	No Credit –

\* Unacceptable grades for retention and advancement purposes.

**\*\*\*While many faculty in the DPT program use the +/- system, there is not a guarantee that all faculty will use it for all courses. Faculty have the ability to use the system of his/her choosing. The grading system used will be communicated to students in the course syllabus for every class.**

\*\*Please also note that a letter grade of “B-” is below a 3.0 for GPA calculations.

### ***Incomplete Grades***

A grade of “I” (incomplete) is assigned by the instructor when a student is unable to complete a course due to extenuating circumstances, and when all requirements can clearly be completed in a short period of time following the close of regular classes. In all circumstances where an “I” grade is received, the student and faculty member must complete an agreement form that specifies how and when the incomplete grade will be made up. This agreement form is submitted with the instructor grade rolls at the end of the semester, and a copy of this agreement is given to the Graduate College for further follow-up. For those students on financial assistance such as loans, the incomplete (I) must be made up by the agreement date. Failure to complete course requirements by that date may, at the discretion of the instructor, result in the assignment of an “F” grade, or a “U” grade for clinical courses. **It is the student’s responsibility to arrange with the instructor for the changing of the “I” grade.**

Grades of “I” must be resolved within one calendar year or prior to graduation, whichever comes first. Incompletes in regular course work left unresolved will be changed to “F” if not changed in the allowed time period, and this time period may be sooner for those receiving financial assistance. UCF fellowship

students cannot receive fellowship funds while holding Incomplete grades and have thirty days from the issuance of the Incomplete to remedy it in order to continue to receive fellowship funds.

Failure of DPT students to communicate with faculty in the course and **develop a plan within 30 days** of the I grade receipt will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

### **Ethical Standards**

The Physical Therapy faculty will also use the Code of Ethics and Standards of Practice of the American Physical Therapy Association and the State of Florida Statutes governing the practice of Physical Therapy to address problems created when a student does not adhere to these standards.

***As a professional doctoral program, The Doctor of Physical Therapy Program at the University of Central Florida reserves the right to discipline or otherwise prohibit the advancement of any student at any time in the curriculum who demonstrates unethical or illegal behaviors.*** Any actions taken by the program in this regard will be made in adherence to established program processes established herein, or within the university procedures.

### **Academic Standards**

The Doctor of Physical Therapy Program has established standards of admission, retention, and graduation in accordance with its mission and philosophy. The Physical Therapy curriculum has been designed to prepare its graduates to meet the levels of comprehension, safety, and competency expected of an entry-level physical therapist. Furthermore, standards of and conduct for students have been set to ensure appropriate professional growth during the student's Physical Therapy education.

### **Research Policies & Research Integrity Training**

UCF's Office of Research & Commercialization ensures the UCF community complies with local, state and federal regulations that relate to research. For polices including required Institutional Review Board (IRB) approval when conducting research involving human subjects (e.g. surveys), animal research, conflict of interest and general responsible conduct of research, please see the website: [www.research.ucf.edu/](http://www.research.ucf.edu/) > Research Integrity & Compliance.

### **Student Memberships**

#### ***APTA Membership***

Physical Therapy students are required to join the American Physical Therapy Association (APTA) as student members and maintain membership throughout the curriculum. Verifications of membership are required by the program no later than July 1 each year.

#### ***SPTA Membership***

The Student Physical Therapy Association (SPTA) is a registered student organization with the Office of Student Involvement at the University of Central Florida. It is a requirement that all students admitted to the Doctor of Physical Therapy Program are involved with this organization. All members of SPTA are

responsible for adhering to all requirements and bylaws outlined in the SPTA Constitution and SPTA Handbook. One of these responsibilities includes the payment of dues in the amount determined by the class officers. These dues will cover many of the expenses of the program including (but not limited to) social events, composite photos, graduation banquet, and the national exam preparation course. The SPTA is administratively managed by the Program Academic Coordinator in collaboration with the DPT Program Director.

## **Enrollment Policies**

### ***Program of Study***

The Program of Study is a listing of courses agreed to by the student and Doctor of Physical Therapy Program specifying the courses the student must satisfactorily complete in order to fulfill the degree requirements and be eligible for graduation. The Program of Study must be defined during a student's first semester of enrollment. Should the Program of Study need to be updated due to curricular changes, affected students will be notified and provided an update Program of Study to sign.

### ***Withdrawing from Courses***

The Doctor of Physical Therapy Program is a lock-step curriculum; therefore, students must complete the courses in the prescribed sequence, unless an accommodation has been made by the Program Director, Director of Clinical Education, or other appropriate faculty committee. No withdrawal from courses is allowed unless the student will be withdrawing from the program or taking an approved leave of absence.

### ***Personal Leave of Absence***

Should a student find it necessary to seek a non-academic leave of absence, he/she must submit a written request to the Program Director documenting:

A rational statement that supports the leave as being beneficial to the student's personal growth and progress.

Period of requested leave of absence.

Leave of absences are handled on an individual basis; however, the student should note that the sequential nature of the curriculum will often necessitate a leave of one (1) year's duration. During the leave of absence, it is essential that the student remain in contact with the Program Director. Communication of return to the program should be made within two (2) months of the return semester. Previously assigned clinical internship placement locations are NOT guaranteed.

### ***Withdrawal from the Program***

Any students considering withdrawing from the Doctor of Physical Therapy Program should contact (1) Assigned Physical Therapy Faculty Advisor (2) and the Program Director. Students will be asked to document this action in a written correspondence to the Program Director. Withdrawal from the Program does not constitute withdrawal from the University.

## **Probation and Dismissal Policies**

### ***Probation***

Students can be placed on Probationary Status in the Doctor of Physical Therapy Program as a result from an identified and communicated deficiency (academic, professional or ethical) within the program. Probationary status must be removed in order to graduate from the program.

A student may be placed on Academic Probation by the Physical Therapy Program, and be notified if any of the following occur:

- Low Grade or Low GPA issues. These are as noted above in the section entitled “Grading Policies in the DPT Program.”
- Professional conduct issue. A student may be placed on probation or dismissed from the program for professional conduct issues relative to didactic coursework, clinical coursework, research requirements, ICE/IPE experiences or outside unethical or illegal behavior. Any reports of issue will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.
- 

### **Dismissal**

The following may be grounds for dismissal from the Doctor of Physical Therapy Program:

- Receiving a D, F, or U grade in a credit-bearing course listed as a part of the DPT program’s curriculum.
- A graduate program of study grade point average below a 3.00 that is not brought above a 3.00 after the ensuing 9 credit hour semester.
- Receiving a “C grade” (C+, C, or C-) in three courses in the DPT Program.
- Cheating, which includes plagiarizing of materials from previously published sources.
- Discussion of the content of written or oral examinations or laboratory practical examinations until cleared to do so by the course instructor.
- Unprofessional behavior. Behavior that is inconsistent with a professional physical therapist or failure to correct unprofessional or unethical behavior. This includes failure to attend classes or unexcused absences.
- Failure to receive a passing score on the comprehensive examination on the third attempt.
- Behaviors that result in such recommendations from the Professional Standards Committee, Retention and Advancement Committee, or collective core faculty acting in their capacity, which are approved by the Program Director.

\*\*Dismissal from the Doctor of Physical Therapy Program may not constitute automatic dismissal from the University of Central Florida.\*\*

### **Grievance Procedure**

Due process for students’ complaints:

The Doctor of Physical Therapy Program guarantees due process to students, assuring to the extent possible, safety and confidentiality in the process and its outcome. The faculty is charged to exercise their best judgment in their attempt to obtain an optimal result for the student involved in this process. Faculty members and students owe each other mutual respect and civility. Student problems should be resolved, whenever possible, before the filing of a formal written grievance, and open communication is encouraged so that resorting to formal grievance procedures will not be necessary. Informal resolution of grievances may be continued throughout the process.

***Informal process:***

The program and university encourage the informal resolution of grievances directly between the parties involved.

The student must present the complaint to the lowest possible level. That is, if the complaint is related to a specific course issue, the complaint must be initially addressed to the faculty member(s) offering the course. If the student feels the situation has not been successfully resolved at this level, the student can request further consideration of the complaint at the level of the Program Director, through personal communication. The Program Director may also request the involvement of the student's assigned faculty advisor.

***Formal process:***

This process is recommended if the informal process does not solve the situation. Formal process is outlined in the UCF Golden Rule (<http://goldenrule.sdes.ucf.edu/>).

**Complaints that fall outside of due process**

When there is a complaint by a party that falls outside of due process, the complaint will be brought to the Program Director, who will then consult with the collective core faculty within ten (10) days of receiving the complaint or at their next regularly scheduled faculty meeting.

Although the Program will aim to address and resolve issues that arise in this manner, based on the nature and scope of the complaint, the party may or may not receive a response by the Program Director. All complaints will be held in a secure electronic file by the Program Director.

**Student Rights & Responsibilities**

Graduate students are expected to be aware of and understand program, college and university policies relative to graduate education. It is each student's responsibility to stay informed of all rules, regulations and procedures required to continue graduate study at UCF. Typically, requirements and policies cannot be waived, or exceptions granted based solely on the student's ignorance of a policy or failure of an advisor to notify students of policies.

Graduate students are encouraged to review the "General Policies" and "Doctoral Program Policies" sections of the UCF Graduate Catalog for complete information regarding graduate study at UCF. The Graduate Catalog is available online at: [www.graduate.ucf.edu](http://www.graduate.ucf.edu).

Graduate students should review the UCF Golden Rule (<http://goldenrule.sdes.ucf.edu/>) to familiarize themselves with policies specifically related to academic behavior standards, student conduct requirements and other rights and responsibilities associated with education at UCF. The Golden Rule outlines the grade appeals process, the process for appeals related to academic misconduct and academic appeals involving matters of instruction, research or academic freedom.

**Student Advisement**

Upon enrollment in the Physical Therapy curriculum, the student will be assigned a faculty advisor with a primary appointment in the program. The assigned faculty advisor will assist the student in academic matters (and others as appropriate). The student is recommended to meet with their faculty advisor at least once during each term. The student will be responsible for scheduling these meetings. In addition, all students are required to undergo a formal annual. All students in the program also have access to advisement by the DPT Program Academic Support Coordinator located in the DPT Program Suite (room 256).

In addition to the academic advising and student support provided by the Doctor of Physical Therapy



Program, the College of Health Professions and Sciences also provides the Office of Graduate Services which is designed to provide support specifically to graduate students and graduate programs in the college. The Office of Graduate Services is available to answer student questions and aid with many of the processes involved in the university system. They can provide information about the application, registration, graduation and appeals processes in addition to many other requirements and policies affecting graduate students.

Office location: HS 1, Room 222

Phone: 407-823-4025

Email: [CHPSgraduate@ucf.edu](mailto:CHPSgraduate@ucf.edu)

[www.cohpa.ucf.edu/graduate](http://www.cohpa.ucf.edu/graduate)

### **Attendance**

**Class attendance is mandatory for all DPT students.** If an absence cannot be avoided, the student **must** inform the instructor of record of any class missed **in advance** via email. Students also must notify the course instructor of record for any reasons in which a class period was missed unexpectedly.

Communication of unexpected absences should be provided to the course instructor of record as soon as possible, and preferably via email, if appropriate. **Communication of an absence does not excuse the absence.**

The student must consult/meet with the course instructor of record immediately upon their return. The student is responsible for any missed content or make-up assignments upon their return.

Students are expected to be prompt and on time for classroom and laboratory experiences. If a student is late for class, he or she must enter through the rear entrance to the room, if possible.

Excessive absences or tardiness in a semester will be considered a **matter of unacceptable professional conduct** and the student may be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

***Each faculty member has the option of reducing a student's course grade for repeated absences or tardiness as outlined in course syllabi. The total deduction for tardiness and absences will not exceed 10% of the final grade.***

Students are responsible for reporting extended health, family, or other unforeseen conflicts that may impact attendance to the Program Director.

### **Professional Conduct**

The professional development of a healthcare practitioner is of utmost importance to the Doctor of Physical Therapy Program. Professional Conduct, or Professionalism, encompasses areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Attendance, timeliness, and attire are all reflections of professionalism. When professionalism is assessed, instructors will also consider each student's conduct in their class, the quality of interaction and participation, and the contribution to class discussion as related to preparedness.

**It is imperative to note that unprofessional conduct is grounds for programmatic actions. This may include but not be limited to letters of warning or reprimand, probation and / or dismissal from the DPT Program as noted previously.**

**Some of the criteria by which a student's professional demeanor is measured are as follows:**

- Adherence to the rules and regulations as stipulated by the University of Central Florida and the Doctor of Physical Therapy Program.
- Attendance / Tardiness
- Being respectful and courteous to fellow students and to other professional and non-professional personnel. Respect to those presenting or speaking is expected.
  - Guest Speakers / Presentations: The DPT Program often utilizes guest speakers from the community. Students in the program must demonstrate professional conduct, respect, and appreciation for these professionals' donation of their time to further their education. Professional attire and conduct are required when guest speakers are present.
- Recognizing personal or professional limitations and requesting assistance when necessary.
- Class Participation: Asking questions at appropriate times to expand knowledge of the material. Pertinent student-to-student interaction is considered a valuable part of the learning environment and appropriate articulation of critical-thinking during class time will be viewed as efforts toward developing professional judgment.
- Inappropriate use of cellular phones, electronic devices, etc. in class and clinical settings:
  - **Use of electronic devices during class for non-class-related activities is prohibited.**
- Appropriate non-distracting behavior while on campus, in hallways and in classrooms.
- Demonstrating honesty and veracity.
- Expressing or exhibiting interests in his/her profession.
- Accepting constructive criticism offered by instructors and others in an appropriate manner.
- Complying with the American Physical Therapy Association's (APTA) Code of Ethics (for a more detailed overview of APTA Code of Ethics please refer to the APTA's web site at [www.apta.org](http://www.apta.org)).
- Complying with the APTA Professionalism Core Values of (for a more detailed overview of APTA Core Values please refer to the APTA's web site at [www.apta.org](http://www.apta.org)):
  - Accountability
  - Altruism
  - Excellence
  - Integrity
  - Professional Duty
  - Social Responsibility

**Classroom Etiquette**

The following basic etiquette should be followed by all DPT students while in class:

- Be on time and prepared to start class. Have notebook/laptop out and ready to take notes. Plan to stay for the entire class period (or until dismissed).
- Sit properly. Your posturing is a reflection of your professional respect for and interest in the speaker.

- Do not put your feet on the desk or chairs. Taking care of the equipment in the classroom is essential.
- Put your phone on SILENT, not vibrate. The buzzing is distracting to the speaker and other learners in the classroom.
- Keep side conversations out of the classroom. It is a sign of disrespect and distracting to the speaker and other students trying to hear and learn.
- Faculty have different policies regarding the use of laptop and tablet computers in the classroom. If laptop and tablet computers are permitted, use them for (quiet) note-taking only, not for accessing the Internet, group chats, checking e-mail messages, personal tasks, etc.
- Place your belongings under your table/desk and away from walkways. During lab courses, place your belongings in the locker room and/or at the rear/front of the classroom.
- Do not eat during class. See food and drink expectations.
- Dress appropriately. No hats in class. See Appropriate Attire.

### ***Electronic Media***

Students are not permitted to video record, audio record, or take photographs in classroom or lab experiences without written permission from the instructor of the course. This also applies to courses that are held off campus or in locations with adjunct faculty or other community partners. Students are prohibited from photographing or recording guests of the program who are serving in the capacity as patients to be evaluated or facilitate student learning unless written consent is obtained.

**Social media websites – students are strictly prohibited from being on social media websites during class. Social media website posting is also discouraged when content involves information / communication about the UCF physical therapy program or clinical affiliations.**

### ***Cellular Phones***

The use of cellular phones and other electronic devices is strictly prohibited during class meetings and written or practical exams.

If a student anticipates needing to use their phone during class, the student should notify the course instructor in advance and should leave the classroom at time of use.

## **Lecture & Lab Courses: Appropriate Attire & Behaviors**

### ***All Lecture Courses***

Students must dress in professional attire for all lecture-based courses. Appropriate attire can include:

Males: dress pants, khakis, UCF polo or collared shirt, and dress or casual shoes.

Females: professional skirts or dress, dress pants, khakis, UCF polo or collared shirt, and dress or casual shoes.

For all guest lectures, patient presentations and program-related off-campus activities, appropriate attire name tags must be worn.

ALL Occasions: no excessively worn tennis shoes, ripped clothing, open-toe sandals, caps, or hats. For patient presentations - nametags will be worn. At certain times, students may be requested to wear UCF PT polo shirts or lab jackets.

At no time should a student's mid-section be visible during a presentation or with a guest lecturer unless it is required for examination purposes.

**Grooming**

- Personal appearance should always be clean and neat.
- Do not wear inappropriate attire to class.
- Hair should be kept neat, groomed, and away from face.
- While at a clinical site, students must abide by the dress code of the facility.
- During professional activities off site, students are expected to maintain a professional appearance.
- Showers are available in the Recreation and Wellness Center.

**Laboratory Courses**

Individual instructors will specify lab dress for each lab.

Generally, lab clothes include the following:

- Females: Elastic-waist shorts (no blue jeans or cut-offs with loose fitting pant legs) or leggings, short sleeve or t-shirt, sports bra, halter top, or a swim suit top, which allows complete exposure of the back, and Tennis shoes.
- Males: Elastic-waist shorts with internal lining (no blue jeans or cut-offs with loose fitting legs), short sleeve shirt or t-shirt, and Tennis shoes.

**Anatomy Laboratory Dress**

Laboratory attire will be promptly communicated by the anatomy course instructor.

**Student Identification**

Students are required to purchase a student name tag. Students are encouraged to wear the name tag the first semester. Name tags **MUST** be worn for all guest lectures throughout the program.

Students will also be provided a name badge. This is to be worn **during** any event involving direct patient/client interaction in a clinical atmosphere for class or volunteer activities. Badges should also be worn during all full-time clinical experiences unless directed otherwise by the clinical site.

**Laboratory Courses: Clinical Practice Alignment During COVID-19**

The UCF DPT program prepares future healthcare providers who will treat vulnerable populations in various healthcare settings. Current standard practices in health care include routine hand washing or use of hand sanitizer as well as use of masks. Thus the UCF DPT program will be requiring routine hand cleansing and masks to be used during clinical lab-based courses for all activities. When there is perceived low risk, faculty may instruct students that they may perform tasks without masks. However, students are welcome to wear masks or other acceptable face coverings for any and all activities based on his or her personal comfort level.

**Laboratory Equipment: Use by Students, Service, and Problems**

The Physical Therapy Program is committed to the development of optimal skills for the practice of the profession and the development of attitudes of self-learners. With this commitment in mind, the Program provides access to the students for independent study and practice, within the program facilities and use of equipment. Due to the level, in some cases, of technological sophistication, and the difficulty in acquiring or repairing such equipment, it is necessary for the student to assume responsibility of the proper use of equipment. The following procedures must be followed to assure proper accessibility for facilities and equipment:

Students must be deemed 'competent' by the course instructor to utilize physical agents and modalities prior to checking them out when the course instructor is not available.

The facilities and equipment are available for all students during normal operating hours of the building. The building is unlocked from 6:00am to 10:00pm each day except Sunday. Students may access the building (HS 1) after-hours by using their student ID card and entering any door with a card swipe lock.

Permission to check out equipment. The student must request permission from the appropriate course instructor for the use of the labs and/or equipment. Other equipment may be checked out through the program office. Removal of equipment from the designated area without proper permission will result in disciplinary action.

Care of equipment and materials. It is expected that the student will make good use of the equipment and available materials and follow safety precautions. The student has to care for the equipment; dispose properly of used material; disconnect all electrical appliances; remove batteries from equipment; clean area and return furniture, turn off lights; and make sure that the doors are securely locked.

Laboratory equipment is professionally services and /or calibrated on an annual basis.

Students must notify the course instructor or the Program Director (if the professor in charge is not in the immediate premises) of any problem or malfunction encountered with the equipment and/or facilities. If the course instructor or Program Director cannot be reached, the student should email the Program Director and Academic Coordinator with a detailed description and location of the equipment or facility.

### **Gross Anatomy Laboratory**

It is a privilege for physical therapy students to study the human body. Under no circumstances is any student permitted to take anyone other than a UCF PT student into the anatomy lab. No photography is allowed in the cadaver lab when there is risk of exposure of the cadaver specimens. Additional information for student procedures is provided by anatomy course instructor.

### **Safety and Security**

#### ***On-Campus***

University police can be reached by dialing 911 in an emergency, 3-5555 for any other matter. Students should always be mindful of their personal safety and security. Students should not provide any other person with the access code to the labs. Students may call the university escort service 24 hours per day to be escorted to their vehicle.

Student should keep personal property with him/her or locked in his/her locker. Please do not leave any personal items in a hallway or conference room. If the student should see unfamiliar or suspicious persons in the Physical Therapy area, the student should not confront them personally, but should contact faculty or staff or the campus security immediately.

Fire extinguishers are located beside the Program Office (Room 256) and across from the Room 250 PT Skills lab door which has the coded lock. Another is located between offices 270 and 269 in the hallway where the anatomy lab is located.

If the fire alarm is activated (it will emit sound and signal will flash), the speaker system is activated and instructions are given to evacuate the building. Please follow the instructions to evacuate even if in class.

#### ***Off-campus & Clinical Education Safety***

If a student has a safety concern during integrated clinical experiences off campus or during clinical

education internships, he/she must report the concerns to the DCE &/or associated faculty. The faculty members will act in good faith to take appropriate action to ensure ultimate personal safety to students without risk of failure of clinical education course or associated course in which the perceived threat exists.

### ***Health & Safety***

Basic standard precautions (hand washing, hygiene) are expected during all clinical laboratory courses and interaction with patients, with additional protection (gloves, scrubs/coat) as indicated during anatomy dissection labs. Requirements and health precautions will be relayed to students by the professor for the gross anatomy laboratory sessions.

First aid kits are located on the 1st floor and 3rd floors of HS near the main elevator. AED devices are accessible on each floor in HS near the elevators.

Hazardous materials are not to be handled by students. Any potentially hazardous materials encountered in the gross anatomy laboratory will be handled by the instructor.

### ***Health Risks throughout the Program***

Clinical lab coursework and patient care can present risks of physical injury, especially as students are trained on body mechanics and protective tactics. Practice of instructed tactics for protection is essential to reduce risk of injury. Should a student be injured during coursework, he/she is to report the incident immediately to the Program Director.

### **Health Concerns**

#### ***Special Accommodations***

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. Students who need accommodations must be registered with the Student Accessibility Services, Ferrell Commons, Room 185, Phone (407)-823-2371, TTY/TDD only Phone (407)-823-2116, before requesting accommodations from the course instructor. Students with disabilities must contact the course instructor at the beginning/or prior to the semester to discuss the needed accommodations. No accommodations will be provided until the student has met with the course instructor to request accommodations.

#### ***Illness or Injury***

It is the responsibility of each student to inform the program faculty of any illness or injury that may prevent him or her from performing any activity in the class or clinical setting. The instructor and the Program Director must agree upon any modification or postponement or required work.

#### ***Pregnancy***

Because of the unusual physical demands of the program, a student who becomes pregnant is obligated to inform the instructor if a contraindication to a PT procedure exists. The pregnant student should also consult with each faculty person at the beginning of each term to determine if any classroom, laboratory, or clinical experiences may be detrimental to the pregnancy. The instructor and the Program Director must agree upon any modification or postponement or required work.

Anatomy lab - Some of the chemicals used to preserve the cadavers may be harmful to a pregnant student. A pregnant student should consult with her physician and the Anatomy Lab instructor before attending the laboratory sessions.

### **Health Insurance**

The University offers a Health Insurance Packet. Students may contact the Student Health Center for a specific details and an application. The APTA also offers Health Insurance for student members. Please

refer to the APTA's web site [www.apta.org](http://www.apta.org) for further information. ***Students must have personal health insurance coverage while on all clinical rotations.***

Any student with a medical problem can be seen at the Student Health Center. If the student does not have health insurance, a payment plan will be worked out.

Students must contact the Program Director of any health problems that may interfere with their functioning in the program. Please see Physical Therapy Student Essential Functions in this handbook for additional information.

## **Additional Program Expectations & Day-to-Day Operations**

### ***Schedule Changes***

At the beginning of each term, the student will receive an internal class schedule. Additional changes or updates may be necessary throughout the term. This flexibility is needed in order to provide the best possible class, laboratory, and field experiences. In all cases of schedule changes, the faculty make every attempt to provide students with several days' notice.

It is the student's responsibility to make any necessary arrangements in order to attend the re-scheduled class. ***Students are required to be available during normal hours (8am-5pm) Monday through Friday, unless additional times are communicated in course materials.***

### ***Food and Drink***

There is no eating allowed in the classrooms during scheduled class lectures and labs including the anatomy lab. Drinks are allowed but are required to have a closed lid on the container. On specific occasions, eating and drinking may be permitted in a classroom. Eating and drinking is never permitted in the anatomy dissection room whether class is in session or not.

### ***Textbooks***

All books should be purchased by the beginning of each term, even if some of the material may not be used until the latter part of the term. Several weeks into the term, the bookstore will return all unsold books, so the student should not procrastinate in purchasing his/her books.

### ***Transportation***

From time to time, throughout the Physical Therapy program, it will be necessary for the student to attend classes and clinical affiliations off the University of Central Florida campus. In all such cases, it is the student's responsibility to arrange transportation and be on time. If there are concerns with transportation for such activities, the student must notify the Program Director for a discussion and potential resolution.

### ***Employment***

Because of the heavy workload and many individual and group assignments, outside employment is ***strongly*** discouraged.

### ***Writing Remediation***

Students are expected to have grammar and writing skills at the level of graduate student status. Students who show less than average writing skills as evidenced by class assignments will be notified by their class instructor and a plan of action devised to correct this. Students who continue to have this problem may be referred to the University Writing Center for remediation.

### ***Photocopying / Fax Use***

Students will be responsible for their own photocopying and faxing expenses. A photocopier is located on the first floor of the HS 1 building and in the Classroom Building. The student may use a Copy Card

purchased in the library at a reduced rate for library photocopiers. The office equipment in the program office are not for student use unless copying is authorized by program faculty. Please do not ask the staff to make copies of documents for you. **Scantrons are provided for free by the UCF Student Government Association's office located in the Student Union.** Students are responsible for obtaining scantrons for their examinations either through this office or at their own expense at the bookstore.

### ***EMAIL***

The primary mode of communication used by staff and faculty to contact students is Knights email. Students are required to create a Knights email account and check their email a minimum of once a day or more as outlined in course syllabus or by course instructor while classes are in session and while on clinical affiliations. The student is responsible for all information disseminated by email and will be held accountable. If contact information should change at any time while enrolled, the student may update this information through myUCF, and should also contact the Manager, Academic Support. It is particularly important to update this at the time of clinical affiliations since changes may occur.

### ***Mailing Address / Phone Numbers***

The student is responsible for constantly maintaining the updated information on both local and permanent addresses, telephone numbers and email addresses as well as the address and telephone number of an emergency contact person.

- The student may update this information in myUCF
- The student should provide the mailing address, telephone number and email address of where he/she will be staying during each clinical affiliation through their EXXAT profile.

### ***Presentations Off-Campus***

As a part of coursework, the student may be required to make presentations to various community groups off-campus. At such times, students will be requested to wear professional attire with nametags.

### ***Use of resource Materials***

Any unauthorized use of equipment is prohibited. Do not remove any equipment from the labs, including the anatomy lab, without first getting permission of the instructor.

### ***Maintenance of Physical Therapy Program Areas***

At the end of each class, laboratory session and study/practice session, each student will automatically assume responsibility for putting away all materials, changing bed linen, returning materials to the instructor, removing all food and trash from the area, and closing out (in the proper sequence) and putting away any audiovisual materials. ***All classrooms, labs, study areas and hallways will be maintained in a clean and orderly manner at all times. This is the responsibility of the students, not the faculty and staff.*** Equipment, models, tables, chairs, etc. that are found to be broken should be reported to faculty managing the course immediately or to the program advisor.

### ***Locking & Securing Areas***

Any student in the building after the program office has closed for the day or over the weekend is responsible for insuring that all portable equipment is stored per program policy and that all doors to the classrooms, labs, research areas, office suite, and conference room are closed and locked.



## Clinical Education

### Philosophy & Purpose

The University of Central Florida is committed to the ideal that professional education requires a sound academic preparation that is enhanced and enriched by strong clinical experience. To this end, the clinical education program seeks to provide for its students those clinical experiences that offer a stimulating environment to further augment their professional development.

The primary focus of the clinical education program is to provide the entry-level physical therapy student an atmosphere that promotes the health and function of the patient/client(s). The maximum level of function will be advanced through scientific principles and treatment rationales. While problem solving often follows logical predetermined steps, students must learn that many solutions are created by innovative, abstract thought processes. The excitement of research and discovery will be nurtured.

The students' goal in clinical education must be the achievement of the highest level of competency in all areas of patient care and related areas of physical therapy. The students are expected to actively participate, question, explore, teach, and motivate during their interaction with the clinical community to reinforce their learning experiences and thereby enhance their education.

The clinical environments will stimulate the student to look beyond the information learned in the classroom to discover new meanings and relationships within the profession. The clinical centers must also create learning situations that guide students to expand their knowledge, attitudes, and skills. The clinical centers will provide the students an awareness of personal responsibility as it impacts their clients and institutions. The clinical experience will include exposure to realistic environments that allow practice in interdisciplinary communication, documentation, problem solving, and medical and legal aspects of patient care with a variety of disabilities and ages.

### Clinical Education Management

The Director of Clinical Education is a core faculty member who serves as the primary authority for management of the clinical education program. This includes, but not limited to the following: screening of clinical sites, assignment of students to clinical sites, serving as the liaison between the program and clinical education faculty, assessment of student preparedness to enter clinical education, assessment of student ability to meet clinical education objectives, and outcomes assessment. All policies and procedures regarding clinical education are included in the DPT Clinical Education Handbook.

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**All policies written in this handbook are effective as of May 2021 and are subject to modification at any time. Each student will be apprised of such modifications in writing.**