



**Saint Louis University**

**Program in Physical Therapy**

**STUDENT HANDBOOK**

**Classes of 2021 and 2022**

**Saint Louis University  
Program in Physical Therapy  
STUDENT HANDBOOK  
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## INTRODUCTION

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

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

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

**Saint Louis University**

**Information, Policies, and  
Resources**

## **Saint Louis University Mission**

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

### **In support of its mission, the University:**

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

Last Revised 2009

## **Saint Louis University Diversity and Inclusion Vision Statement**

Faithful to its values of promoting social justice and the dignity of all human beings, Saint Louis University is committed to fostering an inclusive environment that welcomes and celebrates all expressions of diversity and identity that advance the Jesuit mission of forming women and men for and with others. This commitment inspires and prepares students, faculty and staff to create communities unburdened by discrimination and oppression.



## **The Five Dimensions of the SLU Experience**

*The Five Dimensions of the Saint Louis University Experience* were derived from SLU's mission and articulate the University's conception of holistic student formation rooted in our Jesuit heritage:

- Scholarship and Knowledge
- Intellectual Inquiry and Communication
- Community Building
- Leadership and Service
- Spirituality and Values

## **University-Wide Undergraduate Student Learning Outcomes**

Framed by our institutional Mission and the Five Dimensions of Saint Louis University Experience, SLU's University-wide undergraduate student learning outcomes define the essential educational expectations for all graduates, regardless of major. The outcomes are as follows:

### **Graduates will understand how knowledge is created and shared across forms and contexts**

- Demonstrate level-appropriate knowledge of the content of an academic discipline
- Describe how ways of knowing differ among disciplines and cultures
- Communicate effectively in multiple disciplines and contexts
- Explain how Catholic, Jesuit traditions inform the University's mission
- Apply religious knowledge to social, cultural and professional contexts
- Integrate learning across disciplines to enhance understanding
- Integrate learning from curricular and co-curricular experiences to enhance understanding

### **Graduates will understand inquiry as sustained engagement with increasingly complex questions**

- Identify and apply multiple methods of inquiry to address complex questions
- Systematically collect and analyze evidence
- Critically evaluate and incorporate information and its sources
- Consider increasingly complex questions to advance inquiry
- Demonstrate writing as a mode of inquiry

### **Graduates will understand themselves in solidarity with and for others locally, nationally, and globally**

- Demonstrate awareness of the complex identities of themselves and others
- Act upon what they know in the service of others
- Discern the ethical consequences of decisions, actions, and inaction
- Discern how their engagement with diverse communities and cultures affects themselves and others
- Demonstrate ability to work within and across communities to promote social justice

### **Graduates will understand their relationship with the transcendent**

- Articulate if and how faith and reason inform their understanding of and openness to God
- Demonstrate critical, informed and creative theological inquiry that deepens their understanding of the transcendent and the human condition
- Describe the evolution of their vocational quest for personal and professional purpose
- Articulate the rewards and challenges of living their beliefs with integrity

Last revised 06/2015

### **Student Success Center Statement**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students can visit [www.slu.edu/success](http://www.slu.edu/success) to learn more about:

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

Last Revised 09/2016

### **Disability Services Academic Accommodations**

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact to Disability Services.

Last Reviewed 09/2016

## **Title IX Statement**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [akratky@slu.edu](mailto:akratky@slu.edu); 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web addresses:

- <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>
- [www.slu.edu/here4you](http://www.slu.edu/here4you)

Last Reviewed 09/2016

## **University Writing Services**

We encourage you to take advantage of university writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 314-977-3484 or visit the University of Writing Services website.

Last Reviewed 09/2016

## **Saint Louis University Academic Integrity Statement**

*Academic integrity is honest, truthful, and responsible conduct in all academic endeavors.* Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is “the pursuit of truth for the greater glory of God and for the service of humanity”, acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care, and community service that are its primary mission. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. This policy was adopted spring 2015; to access the full policy including definitions of violations, processes for reporting violations, sanctions, and appeals, please access full policy at the Academic Affairs website—[https://www.slu.edu/Documents/provost/academic\\_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf](https://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf)

Last Revised 11/2015

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

**Information, Policies, and  
Resources**

## **Doisy College of Health Sciences Mission Statement**

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

### **Doisy College of Health Sciences Academic Grievance Policy**

The Doisy College of Health Sciences (DCHS) seeks to provide fairness and equity for all parties involved in an academic grievance concerning dismissal from a program.

An academic grievance is an appeal of a departmental or school decision for dismissal from the program for academic or professional reasons with the exception of those related to violations of academic integrity (see Academic Integrity Policy).

An academic grievance must provide documentation that departmental or school policies were not adhered to, that the student was not counseled concerning his/her status with respect to the policies, that no appeal was allowed or that other procedural infractions occurred.

A student initiates this procedure by filing a grievance with the Dean of the DCHS only after departmental or school channels have been fully exhausted. The letter of grievance should be received by the Dean within ten (10) working days of receipt of written notification of dismissal. Procedures pertaining to the filing and hearing of an Academic Grievance may be obtained from the office of the Dean of the DCHS or from the individual departments or schools within the DCHS.

During the grievance process, until the final decision by the Dean is made, the student may attend classes and practice laboratory sessions, but may not attend clinical experiences.

The grievance procedures are not legal proceedings therefore legal counsel is not appropriate.

All grievance proceedings are confidential.

Approved 05/07/07

APPENDIX B  
Academic Grievance Policy  
Format of Grievance

To file a grievance, the student must submit a letter to the Dean of the Doisy College of Health Professions. The grievance must provide documentation that departmental/school policies were not adhered to, that the student was not informed of the policies, that no appeal was allowed or that procedural infractions occurred. The letter of grievance should include the following:

1. A description of the complaint
2. The relationship of the grievance to departmental policies
3. Departmental channels already pursued to resolve the grievance
4. Results of discussions/actions within the department
5. Pertinent documentation
6. A summary of the relief sought

Approved 05/07/07

**Program in Physical Therapy**  
**Information, Policies, and**  
**Resources**

# **Program in Physical Therapy Vision, Mission, Philosophy & Goals**

## **VISION**

The Saint Louis University Program in Physical Therapy will be a leader in the profession, serving humanity and optimizing movement through transformative research, education, and clinical practice.

Last Revised 09/2016

## **MISSION**

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

Last Revised 09/2016

## **PHILOSOPHY**

The Saint Louis University Program in Physical Therapy strives for excellence in education, clinical practice, scholarship, and service. Excellence requires both individual contributions and collaborative efforts of faculty, staff, and students. Achievement of excellence requires an inquisitive mind, a sound knowledge base, technical expertise, a systematic approach to solving problems, a caring concern for health care delivery, a humane attitude in interpersonal relationships, a desire to act on behalf of others, and a continuing commitment to personal and professional growth.

The experiences and values of faculty, staff, and students contribute to and challenge the teaching/learning environment. Faculty and students must be adaptable and share responsibility and accountability in education, clinical practice, scholarship, and service. The faculty encourages and expects students to be reflective, to question, to practice critical evaluation of problems, to develop insight into personal biases and to communicate ideas effectively. Faculty members accept the responsibility to serve as mentors. The developmental stage of the students and their varying strengths and needs influences teaching techniques and interpersonal interactions. Expectations for independent learning and professional behavior increase as the student progresses through the program. Faculty, staff, and students foster an environment that develops leadership skills, an attitude for service, effective communication and interpersonal relationships, insight into societal and individual health care needs, and the ability to respond creatively to advances in technology and to the development of new patterns for delivery of health care.



Excellence in education is based on a well-orchestrated curriculum that reflects the University's mission to promote free, active and original intellectual inquiry among faculty and students. The purpose of our curriculum is to prepare the student for entry into the physical therapy profession as a general practitioner dedicated to personal and professional growth. The curriculum provides a foundation in the humanities and the biological, physical, and behavioral sciences and the professional knowledge and skills to begin the practice of physical therapy. The curriculum intentionally includes courses in philosophy and theology to help develop the students' spirituality, values, and openness to the transcendent. The breadth in the liberal arts and sciences, the depth in the professional training, and the opportunity for interprofessional learning experiences, enable the student to think critically, understand societal needs, value the dignity of life, respectfully care for others regardless of culture, background or needs, assess new developments in health care, and collaborate with other providers. The themes of biomedical informatics, clinical reasoning, communication, evidence-based practice, ethical and legal practice, inter-professional collaboration, movement through the lifespan, professional development, and quality improvement serve as integrative elements throughout the curriculum.

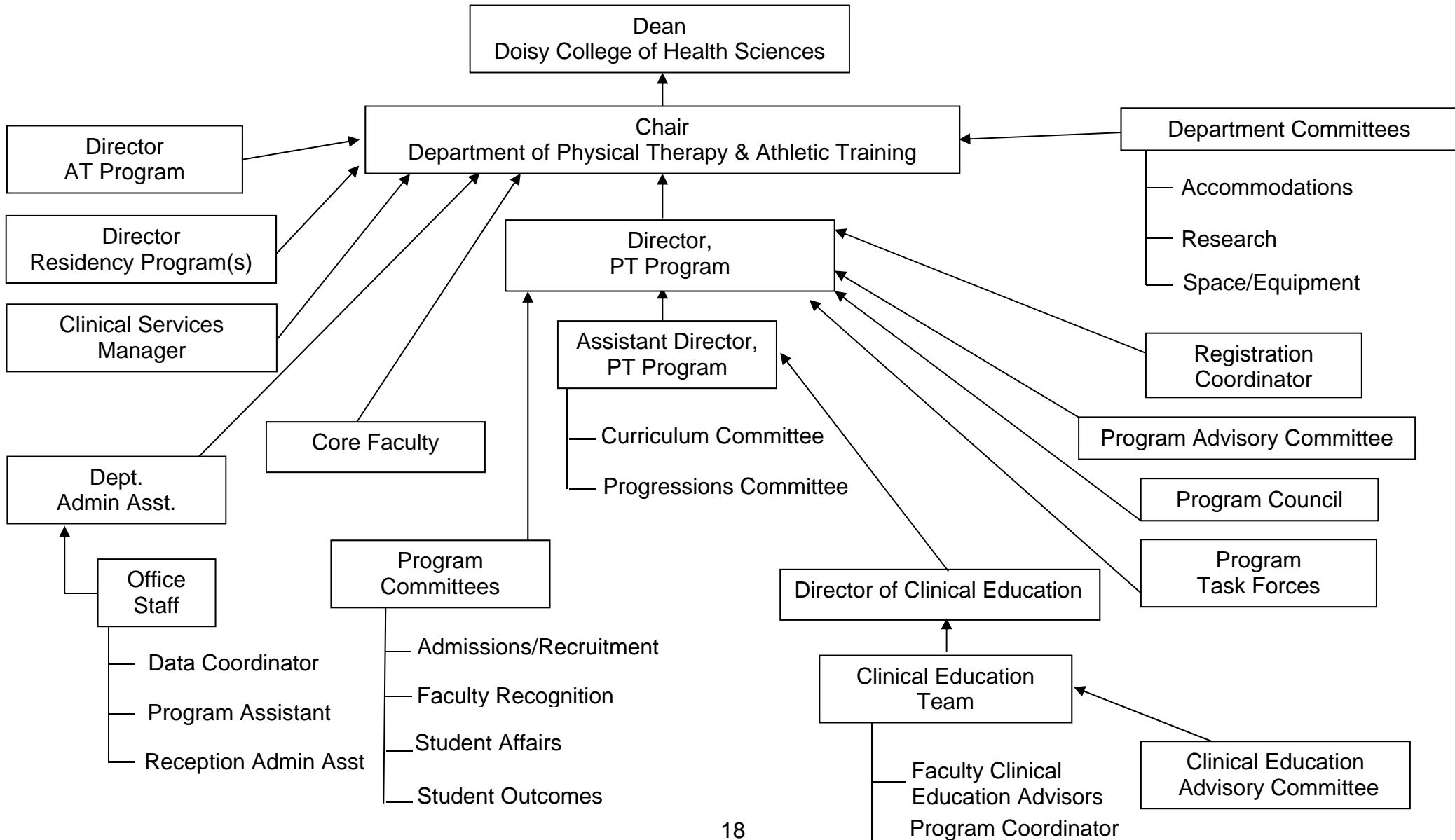
Excellence in clinical practice requires reflection, compassion, and effective communication and integration of knowledge and skills with best available evidence. Clinical practice provides the unique opportunity to create a strong link between academic and clinical settings. The benefits of this association include a mutual sharing of ideas, an improvement of didactic teaching, and an avenue for collaboration in clinical research. Faculty practice opportunities and the students' clinical experiences in the curriculum foster this link between academic and clinical settings and encourage ongoing professional dialogue and collaboration.

Excellence in scholarship involves commitment to the discovery and sharing of knowledge to improve the quality of patient care and advance the profession. Scholarly activities afford the faculty the opportunity to grow in areas of interest, to disseminate knowledge, and bring recognition to the Program and the University. Scholarship is also synergistic with faculty teaching, resulting in the incorporation of evidence in both curricular content and pedagogical strategies.

Excellence in service is demonstrated in the faculty serving as ambassadors of the University and sharing the Jesuit commitment to apply knowledge to the service of humanity. Service affords the faculty, staff, and students the opportunity to grow personally and professionally, to provide leadership, and to exert a positive influence both within and outside the University. The faculty has responsibility to share expertise, to assist and guide students towards lives of service, and to increase awareness of the needs of others in our community and the world.

# Program in Physical Therapy Organization

## Organizational Chart



## **Faculty Responsibilities**

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

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

Last Revised 06/2012

## **Faculty Office Hours**

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

Last Reviewed 09/2016

## **PT Office Hours**

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

Last Revised 09/2016

## **Office Staff Responsibilities**

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

Last Revised 09/2016

## **Class Representatives**

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

### Objectives of the Class Representative Program

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

### The Class Representatives shall

1. Act as liaisons between the Physical Therapy Student Council and the Program in Physical Therapy. At least one of the Class Representatives is expected to attend at least one Physical Therapy Student Council meeting per month.
2. Serve as liaisons between the students in each respective class and the Program faculty. The Class Representatives are expected to meet a minimum of one time per semester with the Program Director, Assistant Director, and Director of Clinical Education.
3. Solicit student feedback on ways to facilitate/enhance communication between students and faculty, and report findings to the Program Director.
4. Solicit student feedback on curricular or other program issues and communicate to the Program Director and Assistant Director for dissemination to the faculty.
5. Act as a liaison between class and faculty regarding requested changes in exam schedule or due dates for major projects.
6. Provide feedback to class members on matters arising from class representative meetings.
7. Inform students of and encourage participation in SLU Program in PT events.
8. Assist class members, when necessary, in bringing issues to the faculty related to the Program in Physical Therapy.
9. Assist faculty, when necessary, in bringing issues to students related to the Program in Physical Therapy.

Failure to meet the responsibilities of the Class Representative position will result in ineligibility to serve the following year.

Last Revised 01/2016

## **Program Accreditation**

The Program in Physical Therapy at Saint Louis University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org).

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

The SLU Program in PT has had continuous uninterrupted full accreditation since 1933. The Program Director is responsible to plan, schedule and coordinate the activities associated with continuing accreditation of the Program in conjunction with the Dean of the College. This includes timely submission of required fees and documentation, including reports of matriculation rates, graduation rates, performance on state licensing examinations, and employment rates; (2) timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education; and (3) coming into compliance with accreditation criteria within 2 years of being determined to be out of compliance.

The Program Director is responsible in collaboration with the Dean of the College for informing the University administration of problems, needs, and issues that may affect Program compliance with accreditation criteria and are beyond the control of the Program Director or Dean of the College.

Last Revised 06/2012

### **CAPTE Formal Complaint Process**

The only mechanism through which CAPTE can act on a concern is through a formal complaint process. The complaint must be related specifically to one or more of the Evaluative Criteria for Accreditation, or one or more of CAPTE's expectations related to program integrity.. The formal complaint process can be accessed in the Accreditation Handbook, available through the CAPTE web site ([www.capteonline.org](http://www.capteonline.org)).

### **Program Complaint Policy**

This policy for addressing program complaints excludes complaints for which there is an established University, College, or Program policy or procedure, such as grade appeals, academic dismissal appeals, or allegations of harassment based on sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other characteristics protected by law. These matters are covered in

the Physical Therapy Student Handbook, the University Student Conduct Policies, or through the Office of Diversity and Affirmative Action.

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

If the complainant chooses, the complaint can be communicated informally by contacting the party(s) involved (e.g. course coordinator, faculty member, Program Director, Director of Clinical Education, student) to discuss the issue. In this case, there is no documentation of the complaint.

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

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

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

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

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

Last Revised 06/2015

## **Program Statistical Data**

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

Last Revised 06/2012

## **Program Costs**

Information regarding tuition, fees and refunds is available through the Office of Student Financial Services. Students in the Program in Physical Therapy pay fulltime tuition for fall and spring semesters of each academic year. The final semester of the Program, which includes full time clinical experiences, is billed on a per credit hour basis, provided the total number of credit hours for the semester remains below 12. In addition to the tuition fees for the normal academic year, students should expect to pay tuition for coursework during two summers, which is also billed on a per credit hour basis. Students are advised that tuition and fees may increase each year.

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

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

A breakdown of all Program costs is available on the [Program in Physical Therapy web page](#).

Last Revised 09/2016

## Faculty and Staff Directory

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

### **Core Faculty**

Tricia Austin, PT, PhD, ATC, Chair*	austintm
Carol Beckel, PT, PhD, Director of Clinical Education	beckelcl
Jason Bennett, PT, PhD, SCS, ATC	jbenne22
Mary Jo Davenport, PT, PhD	davenportm
Lisa Dorsey, PT, PhD, MBA	ldorsey2
Jill Fitzgerald, PT, DPT, GCS, CEEAA	jfitzg21
Alicia Flach, PT, DPT, NCS	flachad
Ethel Frese, PT, DPT, CCS	freseem
Dave Gutekunst, PhD	gutekunstdj
Kelly Hawthorne, PT, DPT, GCS, CEEAA	hawthokd
Ann Marcolina Hayes, PT, DPT, OCS	hayesam
Ginge Kettenbach, PT, PhD, FNAP	kettenba
Kim Levenhagen, PT, DPT, WCC	levenhkm
Randy R. Richter, PT, PhD, Program Director*	richterr
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\*Denotes interim appointment

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### **General Information**

General Program Phone: 314-977-8505

Last Revised 09/2016



# Technical Standards & Course Accommodations

## Technical Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Technical Standards Student Acknowledgement***

I understand that I must demonstrate mastery of the technical standards either without or with approved reasonable accommodations to complete the Doctor of Physical Therapy education program at Saint Louis University. I understand that if I have a documented disability and require an accommodation to meet the essential program requirements, I will provide necessary documentation of the disability to the Saint Louis University Office of Disability Services (20 North Grand Blvd., Suite 331, St. Louis, MO. 63103, (314) 977-3484) and request appropriate reasonable accommodations. The decision regarding the reasonableness of the accommodation will be made by the Disability Services Office in consultation with the faculty of the Program in Physical Therapy.

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Printed Name

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Signature

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Date

Last Revised 06/2012

# Program Curriculum

## Curriculum Plan

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

Last Revised 09/2016

## BS in Exercise Science Student Outcomes

The student will:

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

## DPT Student Outcomes

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

1. Apply the five elements (examination, evaluation, diagnosis, prognosis, intervention) of the patient/client management model<sup>1</sup> to achieve desired patient outcomes in a safe and efficient manner.
  - a. Demonstrate, when called upon, the knowledge and skills to practice in a direct access environment<sup>2</sup>.
  - b. Collaborate inter-professionally.
  - c. Demonstrate appropriate delegation and supervision.
  - d. Use principles of evidence-based practice.
2. Provide patient centered care<sup>3</sup>.
  - a. Demonstrate cultural competence<sup>4</sup>.
  - b. Communicate in a competent and professional manner<sup>5</sup>.
3. Demonstrate non-patient management skills
  - a. Demonstrate knowledge of mechanisms for financial reimbursement.
  - b. Use biomedical informatics.
  - c. Participate in quality assurance<sup>6</sup>.

4. Integrate the principles of movement science throughout the lifespan<sup>7</sup>.
  - a. Demonstrate knowledge and application of the principles of movement science, including motor development, motor learning, motor control, biomechanics, kinesiology, and pathokinesiology using the patient/client management model across all clinical settings.
  - b. Apply principles of movement science to optimize the performance of functional tasks and participation in life situations.
5. Demonstrate professional responsibility.
  - a. Act in accordance with federal, state and local laws, Standards of Practice, and the Code of Ethics of the American Physical Therapy Association.
  - b. Implement a self-directed plan for professional development and life-long learning.
  - c. Identify the value and role of the American Physical Therapy Association in addressing the healthcare needs of society, advancing the profession, and enhancing the graduate's professional practice.
  - d. Serve others by promoting social justice and advocating for patients/clients and the health of society.

## Glossary

### <sup>1</sup>**Patient/client management model:**

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

### <sup>2</sup>**Direct access provider:**

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

**<sup>3</sup>Patient centered care:**

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

**<sup>4</sup>Cultural competence:**

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

**<sup>5</sup>Communicate in a competent manner:**

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

**<sup>6</sup>Quality Assurance:**

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

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

## DPT Curricular Themes

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

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

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

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

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

Last Revised 08/2014

## Glossary

### Clinical Reasoning Models

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

### Patient Management Reasoning Strategies

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



## DPT Curriculum Policies

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

### Policy Section:

#### 1. General

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

#### 2. Course Grading Policy

- 2.1. Pass/No Pass (P/NP) or Satisfactory/Unsatisfactory (S/U) grades from any department within or outside the University are not acceptable to fulfill the requirements of the BSES and DPT curricula with the exception of the clinical education and Mastery Assurance courses.

- 2.2. All DPT courses are graded using the Program in Physical Therapy's grading scale (*Procedure Section-Appendix F*) except the clinical education and Mastery Assurance courses, which are graded on a Satisfactory/Unsatisfactory (S/U) basis. Criteria for course grade assignment are provided in individual course syllabi. Exceptions to this policy may be approved at the discretion of the Curriculum Committee.
- 2.3 It is the course coordinator's prerogative to establish the weighting of course topics and assignments, exams, clinical competencies, lab practicals, or other course requirements in the assignment of grades. Specific criteria for course grade assignment must be clearly stipulated in individual course syllabi.
- 2.4 A course grade (A-F scale for all courses other than clinical education and mastery assurance courses) must be assigned for all students in a course each semester by the University due date. To receive additional time to complete a course, a student must submit a Petition For Course Completion Extension and receive approval by the instructor (available from the Office of the University Registrar website).
- 2.5 When an Incomplete (I) grade is assigned, the course coordinator is responsible for submitting a change of grade within the allowable time period as set by University policy.
  - 2.5.1 The student is responsible for meeting the necessary course requirements within the allotted time allowed & confirming with the course coordinator that the course requirements have been met. The student should also confirm that the grade has been changed on the transcript.
  - 2.5.2. Incomplete coursework prior to Skills Practicum or Clinical Rotations IA, IB, IIA or IIB may result in a delay in that clinical experience or rotation.
  - 2.5.3. The student will not start Clinical Internship A and/or B until all prerequisite work is completed and all Incomplete grades are resolved.
- 2.6 If a student has met the minimum requirements to pass a course with a C or better grade (as described in the course syllabus) but the course coordinator has identified course content (knowledge or skill) in which the student has not demonstrated mastery, the course coordinator may establish a Mastery Assurance (MA) contract with the student.
  - 2.6.1 This MA contract identifies the content area of concern and establishes the action required by the student to demonstrate mastery. This may take the form of an oral or written exam, competency demonstration, clinical observation, case study, or other activity. Students with a MA contract will register for a 0 credit Mastery Assurance course during the next academic semester for which they are registered. The MA contract must be completed as stipulated in the contract to earn a Satisfactory (S) grade. Should the MA contract not be fulfilled as stipulated, the student will be assigned an Unsatisfactory (U) grade for the MA course and will be subject to program dismissal.

3. Minors or special programs:
  - 3.1. Students earning the BS in Exercise Science degree are required to earn a minor or complete a special program.
  - 3.2. Minor:
    - 3.2.1. Minors are listed in the University undergraduate catalog online.
    - 3.2.2. Courses taken for a minor must also be approved by the student's assigned faculty mentor from the department awarding the minor.
  - 3.3. Special Program: A special program offered at the University is at least 15 hours of credit (i.e., ROTC) or 4-5 classes in a given area. (i.e., the Pre-med curriculum outline has sufficient credit hours in chemistry (16) to qualify as a special program.)
  
4. Transfer Credits/Waived Courses
  - 4.1. Waived courses:
    - 4.1.1. Waived hours are not counted toward the degree.
    - 4.1.2. Waived hours are recorded on the degree evaluation but they do not show on the transcript.
    - 4.1.3. Waived courses in the pre-professional phase of the curriculum:
      - 4.1.3.1. A student may waive a maximum of 12 credit hours.
      - 4.1.3.2. Waivers are restricted to math and foreign language courses.  
*See Procedure Section-Appendix C.*
    - 4.1.4. Waived courses in the professional phase of the curriculum:
      - 4.1.4.1. Students in the professional phase of the DPT program must take all courses in the professional phase of the curriculum (semesters 7-14) at Saint Louis University. Exceptions are described in Sections 6.1.3 and 6.2.3. *See Procedure Section-Appendix E.*
      - 4.1.4.2. A maximum number of six hours may be waived from the professional phase of the curriculum.
  - 4.2. Transfer credits: Transfer credits will be considered using the following guidelines:
    - 4.2.1. The prerequisite undergraduate course for a required course may be accepted as an elective course.
    - 4.2.2. For the core science courses in the pre-professional phase of the Program, no more than two courses may be taken outside of Saint Louis University for students entering as freshmen (AP credit excluded). The core science courses are Biology (BIOL1100 or 1040/1060), Chemistry I (CHEM1083 or 1110/1115), Chemistry II (CHEM1483 or 1120/1125), Physics I (PHYS1220 or 1310/1320), Physics II (PHYS1240 or 1330/1340), Human Physiology (PPY2540), and Basic Human Anatomy (ANAT1000). *See 4.2.3 for Restrictions.*
    - 4.2.3. For students entering as freshmen, Basic Human Anatomy and Human Physiology must be taken at Saint Louis University. If the student must retake either or both of these courses, the student can petition to take the course(s) at another institution if the student has not taken two core science courses elsewhere.
    - 4.2.4. For students who enter as freshmen, DPT3230 Exercise Physiology and all professional phase courses must be taken at Saint Louis University.

- 4.2.5 Science classes older than five years are generally not accepted as transfer credit by the Program in Physical Therapy but may be accepted in rare cases at the discretion of the Curriculum Committee.
- 4.2.6. Non-science classes older than 10 years are generally not accepted as transfer credit but may be accepted in rare cases at the discretion of the Curriculum Committee.
- 4.2.7. Enrolled students wishing to take courses in the Pre-Professional Phase of the curriculum at another institution must have the courses pre-approved and take the courses at an accredited college or university.
- 4.2.8. The University will accept no letter grade below a "C" for transfer credit. C- is not acceptable.
- 4.2.9. Courses taken at another institution are included in the total number of course hours but are not considered in the calculation of SLU GPA.
- 4.2.10. Students taking a leave of absence from Saint Louis University are not allowed to take courses at another college or university during the time of the leave of absence. The summer is not included in the leave of absence time. *See Leave of Absence policy.*

## 5. Physical Therapy Electives

- 5.1. Physical Therapy electives (seminar and independent study) are offered depending on the availability and agreement of faculty members.
- 5.2. Students must have a cumulative GPA 3.0 or greater to be eligible to take physical therapy electives.
  - 5.2.1. Seminar (1-3 credit hours):
    - 5.2.1.1 The majority of the time focuses on discussion rather than the lecture format and the students are expected to participate in class meetings.
    - 5.2.1.2. The instructor establishes the goals or the instructor with input from the students establishes the goals.
    - 5.2.1.3. The learning experiences may include clinic visits.
    - 5.2.1.4. The seminar course coordinator has the discretion to set the seminar class size and the maximum number of students may vary depending on the seminar topic.
  - 5.2.2. Independent Study (1-3 credit hours):
    - 5.2.2.1. The goals are determined by the student with guidance from the instructor.
    - 5.2.2.2. A contract is developed between the student and faculty member concerning the specific activities and methods of evaluation.
    - 5.2.2.3. Typically one student participates but there may be additional students.

6. Policies specific to transfer students:
  - 6.1 Inter-University Transfer Students transferring with a Bachelor's Degree:
    - 6.1.1. Prerequisite Courses:
      - 6.1.1.1. Ethics
      - 6.1.1.2. General Biology with a lab **or** Animal Biology with a lab
      - 6.1.1.3. Chemistry I and II with a lab
      - 6.1.1.4. Human Anatomy and Human Physiology
        - 6.1.1.4.1. A full year of combined Anatomy and Physiology courses (Anatomy and Physiology I and Anatomy and Physiology II) from an accredited college or university will be accepted in place of separate anatomy and physiology courses.
        - 6.1.1.4.2. Acceptance of a single 4 credit hour combined Anatomy and Physiology course may be accepted at the discretion of the Curriculum Committee. In order for the course to be acceptable, all body systems must be covered. A course syllabus/schedule must be submitted.
        - 6.1.1.4.3. Comparative Vertebrate Anatomy and Physiology may be accepted in place of Human Anatomy &/or Physiology.
      - 6.1.1.5. General Psychology
      - 6.1.1.6. Abnormal Psychology
      - 6.1.1.7. Physics I and II, each with a lab.
      - 6.1.1.8. Statistics
      - 6.1.1.9. Exercise Physiology
    - 6.1.2. Students will be required to follow the curriculum outline for students entering with a BS degree. *See Procedure Section-Appendix A.*
    - 6.1.3. A student who transfers into the DPT program may petition to waive a course from the professional phase of the curriculum (semesters 7-14) based on a previously taken course. *See Procedure Section-Appendix E.*
      - 6.1.3.1. A maximum of six credit hours may be waived from the professional phase of the curriculum.
  - 6.2. Inter-University Transfer Students transferring without a Bachelor's Degree:
    - 6.2.1. The credit hours already completed will be articulated by the Registrar's Office at Saint Louis University.
      - 6.2.1.1. Undergraduates may transfer up to 64 hours of undergraduate credit from a community college.
      - 6.2.1.2. Undergraduates attending a four-year college or university may transfer an unlimited number of credits to Saint Louis University.
      - 6.2.1.3. The last 30 hours of the undergraduate degree (BSES) must be taken at Saint Louis University.
    - 6.2.2. The student is required to take all courses in the DPT Curriculum outline except DPT 1111.
    - 6.2.3. A student who transfers into the DPT program may petition to waive a course from the professional phase of the curriculum (semesters 7-14) based on a previously taken course. *See Procedure Section-Appendix E.*

- 6.2.3.1. A maximum of six credit hours may be waived from the professional phase of the curriculum.
- 6.3. Intra-University Transfer Students without a Bachelor's Degree: The student is required to take all courses in the DPT Curriculum outline except DPT1111.
7. Bachelor of Science in Exercise Science (BSES) Degree Policy
- 7.1. The Bachelor of Science in Exercise Science (BSES) is available only to students enrolled in the Program in Physical Therapy or the Athletic Training Education Program.
- 7.2. While the degree is expected to be the first degree conferred in the freshman-entry Doctor of Physical Therapy (DPT) or Master of Athletic Training (MAT) curricula, there are circumstances in which the BSES degree may be completed and the DPT or MAT degrees not pursued. Such circumstances include, but are not limited to:
- 1) a student in good standing who voluntarily decides to withdraw from the Program in Physical Therapy or the Athletic Training Education Program following conferral of the BSES degree, or
  - 2) a student who has not met the academic eligibility requirements to continue beyond the BSES degree in either program.
- 7.2.1 A student must successfully complete ANAT4000 Human Gross Anatomy and DPT4021 Kinesiology I with a 'C-' or better grade in order to declare the BSES non-DPT option.
- 7.3. Required courses that must be passed before the conferral of the BSES non-DPT degree:
- 7.3.1 DPT Pre-professional Core Curriculum (Appendix B)
- 7.3.2 A minimum of 30 hours of DPT courses including, but not limited to specific courses listed on BSES non-DPT curriculum outline in Appendix A (substitutions must be approved by the Registration Coordinator & Program Director).
8. Time to Complete the BSES/DPT Degree
- 8.1. A student entering the Program in PT as a freshman is expected to follow the prescribed curriculum outline, completing the Bachelor of Science in Exercise Science (BSES) in four years and the Doctor of Physical Therapy (DPT) degree requirements in two additional years for a total of six years from the date of initial matriculation. A transfer student who enters the Program in PT as a post-baccalaureate student is expected to complete the DPT degree requirements in three years from the date of initial matriculation.
- 8.2. The DPT program is a full-time program; elective part-time study is not permitted.
- 8.3. Circumstances in which the time to complete the BSES and/or DPT degree may be extended include, but are not limited to:
- 1) a D or F in a course requiring the course to be repeated with a C grade or better,
  - 2) an approved leave of absence from the University or Program (not to exceed one academic year),
  - 3) reasonable disability accommodations that require a reduced load as approved by the Office of Disability Services in consultation with the

Department of Physical Therapy & Athletic Training Accommodations  
Committee,

- 4) withdrawal from a required course or
  - 5) documented extenuating circumstances.
- 8.4. If a student requests an extension of time to complete the BSES and/or DPT degree as a result of withdrawal from a required course or extenuating circumstances, the request must be approved by the Program in Physical Therapy Progressions Committee.
- 8.5. The request for an extension of time must be made in writing and include a justification for the request and supporting documentation. The Program Progressions Committee meets, at minimum, one time per semester, typically the week after grades are due per the University schedule. The student should contact the chairperson of the Progressions Committee for the upcoming meeting date. The student is responsible for submitting the request to the Progressions Committee chairperson prior to the upcoming meeting date.

Last revised 11/2015

### **Curriculum Procedure Section**

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

Appendix A: Curriculum Outlines

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

Appendix C: Requirements for Choosing Pre-professional Phase Courses

Appendix D: Required Interprofessional Education (IPE) Courses

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

Appendix F: Program in Physical Therapy Grading Scale

Last Revised 11/2015

### **Appendix A: Curriculum Outlines**

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

DPT Freshmen Entry Honors Program Option

DPT Freshman Entry Pre-Med Option

BSES Non DPT Option (30 DPT course credits are required)

Last Revised 11/2015

# DOCTOR OF PHYSICAL THERAPY

## FRESHMAN ENTRY

### PRE-PROFESSIONAL PHASE<sup>†</sup>

Freshman Year Fall Semester		
Course Number	Course Name	Hours
BIOL 1100*	Introduction to Biology	4
CHEM 1083**	Principles of Chemistry I	4
DPT 1111	Student Development I	1
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
IPE 1100	Intro to Interprofessional Health Care	1
XXXX 1010	Modern Foreign Language	3
<b>Total</b>		<b>16</b>

\*BIOL 1040 and 1060 may be taken in place of BIOL 1100.

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

Freshman Year Spring Semester		
Course Number	Course Name	Hours
CHEM 1483***	Principles of Chemistry II	4
DPT /1212	Student Development II	1
MATH 1400	Pre-Calculus	3
PHIL 1050	Intro to Philosophy: Self and Reality	3
THEO 1000	Theological Foundations	3
XXXX 1020	Modern Foreign Language	3
<b>Total</b>		<b>17</b>

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

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

<sup>‡</sup>PHYS 1310 &1320 may be taken in place of PHYS 1220.



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

<sup>‡‡</sup>PHYS 1330 & 1340 may be taken in place of PHYS 1240.

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

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

# DOCTOR OF PHYSICAL THERAPY

## FRESHMAN ENTRY/STUDENTS ENTERING WITH A BACHELOR'S DEGREE PROFESSIONAL PHASE<sup>+</sup>

Professional Year 1 Summer Session		
Course Number	Course Name	Hours
DPT 4001	Professional Residency I	0
ANAT 4000	Human Gross Anatomy	6
DPT 4021	Kinesiology I	2
DPT 4000 <sup>+</sup>	Fundamentals of PT	(1)
<b>Total</b>		<b>8/9</b>

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

Professional Year 1 Fall Semester		
Course Number	Course Name	Hours
DPT 4102	Professional Residency II	0
DPT 4122	Kinesiology II	3
DPT 4125	Therapeutic Modalities	3
DPT 4127	Basic Exam	3
DPT 4131	Survey of Disease	3
DPT 4146	Developmental Biology	3
DPT 5132	Pharmacology	1
DPT 5133	Lab Studies & Imaging	2
<b>Total</b>		<b>18</b>

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

Professional Year 2 Fall Semester		
Course Number	Course Name	Hours
DPT 5104	Professional Residency IV	0
DPT 5115	Professional Development I	1
DPT 5123	Clinical Gait	2
DPT 5134	Multi-System Management	3
DPT 5135	Cardiopulmonary Conditions	3
DPT 5137	Aspects of Nutrition	2
DPT 5142	Evidence Based Practice	2
DPT 5149	Applied Neuroscience	2
DPT 5162	Musculoskeletal Conditions II	3
<b>Total</b>		<b>18</b>

Professional Year 2 Spring Semester		
Course Number	Course Name	Hours
DPT 5205	Professional Residency V	0
DPT 5218	Components of Effective Communication and Teaching	3
DPT 5250	Neuropathology	2
DPT 5251	Neurological Conditions I	4
DPT 5263	Musculoskeletal Conditions III	4
DPT 5271	Patient Management I	3
DPT 5291	Clinical Rotation 1A	2
<b>Total</b>		<b>18</b>

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

Professional Year 3 Fall Semester		
Course Number	Course Name	Hours
DPT 6107	Professional Residency VII	0
DPT 6116	Professional Development II	2
DPT 6124	Biomechanical Interventions	3
DPT 6138	Concepts of Wellness	1
DPT 6152	Neurological Conditions II	2
DPT 6164	Musculoskeletal Conditions IV	3
DPT 6173	Patient Management III	2
DPT 6178	Applied Administration & Management	2
DPT 6192	Clinical Rotation 2B	2
DPT 618X	Optional PT Elective	(1)
<b>Total</b>		<b>17/18</b>

Professional Year 3 Spring Semester		
Course Number	Course Name	Hours
DPT 6208	Professional Residency VIII	0
DPT 6217	Professional Development III	1
DPT 6243	Applied Evidence Based Practice	2
DPT 6293	Clinical Internship A	4
DPT 6294	Clinical Internship B	3
<b>Total</b>		<b>10</b>

**DOCTOR OF PHYSICAL THERAPY**  
**FRESHMAN ENTRY HONORS PROGRAM OPTION**  
**PRE-PROFESSIONAL PHASE<sup>†</sup>**

Freshman Year Fall Semester		
Course Number	Course Name	Hours
BIOL 1100*	Introduction to Biology	4
CHEM 1083**	Principles of Chemistry I	4
DPT 1111	Student Development I	1
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
<sup>Δ</sup> HR 1900	Crossroads: Intro to Honors	3
XXXX 1010	Modern Foreign Language	3
<b>Total</b>		<b>18</b>

\*BIOL 1040 and 1060 may be taken in place of BIOL 1100.

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

Freshman Year Spring Semester		
Course Number	Course Name	Hours
CHEM 1483***	Principles of Chemistry II	4
<sup>Δ</sup> DPT 1212 (X-HR 4850)	Student Development II	1
MATH 1400	Pre-Calculus	3
<sup>Δ</sup> PHIL 1050	Intro to Philosophy: Self and Reality	3
<sup>Δ</sup> THEO 1000	Theological Foundations	3
<sup>Δ</sup> IPE 1100	Intro to Interprofessional Health Care	1
XXXX 1020	Modern Foreign Language	3
<b>Total</b>		<b>18</b>

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

<sup>Δ</sup>Honors Curriculum

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

<sup>‡</sup>PHYS 1310&1320 may be taken in place of PHYS 1220.

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

<sup>‡‡</sup>PHYS 1330&1340 may be taken in place of PHYS 1240.

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

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

**DOCTOR OF PHYSICAL THERAPY**  
**FRESHMAN ENTRY HONORS PROGRAM OPTION**  
**PROFESSIONAL PHASE**

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

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

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

Professional Year 2 Fall Semester		
Course Number	Course Name	Hours
DPT 5104	Professional Residency IV	0
DPT 5115	Professional Development I	1
DPT 5123	Clinical Gait	2
DPT 5134	Multi-System Management	3
DPT 5135	Cardiopulmonary Conditions	3
DPT 5137	Aspects of Nutrition	2
DPT 5142	Evidence Based Practice	2
DPT 5149	Applied Neuroscience	2
DPT 5162	Musculoskeletal Conditions II	3
<b>Total</b>		<b>18</b>

Professional Year 2 Spring Semester		
Course Number	Course Name	Hours
DPT 5205	Professional Residency V	0
DPT 5218	Components of Effective Communication and Teaching	3
DPT 5250	Neuropathology	2
DPT 5251	Neurological Conditions I	4
DPT 5263	Musculoskeletal Conditions III	4
DPT 5271	Patient Management I	3
DPT 5291	Clinical Rotation 1A	2
<b>Total</b>		<b>18</b>

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



Professional Year 3 Fall Semester		
Course Number	Course Name	Hours
DPT 6107	Professional Residency VII	0
DPT 6116	Professional Development II	2
DPT 6124	Biomechanical Interventions	3
DPT 6138	Concepts of Wellness	1
DPT 6152	Neurological Conditions II	2
DPT 6164	Musculoskeletal Conditions IV	3
DPT 6173	Patient Management III	2
DPT 6178	Applied Administration & Management	2
DPT 6192	Clinical Rotation 2B	2
DPT 618X	Optional PT Elective	(1)
<b>Total</b>		<b>17/18</b>

Professional Year 3 Spring Semester		
Course Number	Course Name	Hours
DPT 6208	Professional Residency VIII	0
DPT 6217	Professional Development III	1
DPT 6243	Applied Evidence Based Practice	2
DPT 6293	Clinical Internship A	4
DPT 6294	Clinical Internship B	3
<b>Total</b>		<b>10</b>

# DOCTOR OF PHYSICAL THERAPY

## FRESHMAN ENTRY/PRE-MED OPTION

### PRE-PROFESSIONAL PHASE<sup>†</sup>

Freshman Year Fall Semester		
Course Number	Course Name	Hours
BIOL 1040	Principles of Biology I	4
MATH 1510	Calculus I	4
CHEM 1110	General Chemistry I Lecture	3
CHEM 1115	General Chemistry I Laboratory	1
DPT 1111	Student Development I	1
IPE 1100	Intro to Interprofessional Health Care	1
<b>Total</b>		<b>14</b>

Freshman Year Spring Semester		
Course Number	Course Name	Hours
BIOL 1060	Principles of Biology II	4
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
CHEM 1120	General Chemistry II Lecture	3
CHEM 1125	General Chemistry II Laboratory	1
DPT 1212	Student Development II	1
PHIL 1050	Intro to Philosophy: Self and Reality	3
XXXX 1010	Modern Foreign Language	3
<b>Total</b>		<b>18</b>

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

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

**\*\*NOTE: Students in the Pre-med track must declare to the Program in Physical Therapy Registration Coordinator intention to continue in the Program in Physical Therapy or to transfer to another major to continue as a pre-med student by end of spring sophomore year.**

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

Freshman Year Fall Semester		
Course Number	Course Name	Hours
BIOL 1100*	Introduction to Biology	4
CHEM 1083**	Principles of Chemistry I	4
DPT 1111	Student Development I	1
ENGL 1900	Advanced Strategies of Rhetoric and Research	3
IPE 1100	Intro to Interprofessional Health Care	1
XXXX 1010	Modern Foreign Language	3
<b>Total</b>		<b>16</b>

\*BIOL 1040 and 1060 may be taken in place of BIOL 1100.

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

Freshman Year Spring Semester		
Course Number	Course Name	Hours
CHEM 1483***	Principles of Chemistry II	4
DPT /1212	Student Development II	1
MATH 1400	Pre-Calculus	3
PHIL 1050	Intro to Philosophy: Self and Reality	3
THEO 1000	Theological Foundations	3
XXXX 1020	Modern Foreign Language	3
<b>Total</b>		<b>17</b>

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

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

<sup>‡</sup>PHYS 1310&1320 may be taken in place of PHYS 1220.

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

<sup>‡‡</sup>PHYS 1330&1340 may be taken in place of PHYS 1240.

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

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

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

Senior Year Fall Semester		
Course Number	Course Name	Hours
DPT 4102	Professional Residency II	0
DPT 4122	Kinesiology II	3
DPT 4127	Basic Exam	3
DPT 4131	Survey of Disease	3
DPT 4146	Developmental Biology	3
DPT 5132	Pharmacology	1
DPT 5133	Lab Studies & Imaging	2
<b>Total</b>		<b>15</b>

Senior Year Spring Semester		
Course Number	Course Name	Hours
DPT 4203	Professional Residency III	0
DPT 4226	Therapeutic Exercise	2
DPT 4241	Clinical Research and Design	2
DPT 4247	Human Growth and Development	3
MAT 5160	Bioenergetics of Athletic Performance	3
MAT 6160	Enhancing Athletic Performance	2
<b>Total</b>		<b>12</b>

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

<b>Subject Area</b>	<b>Course Requirements**</b>
<b>CORE SCIENCES:</b>	Biology 1100 (1040/1060 if pre-med)
<b>(must be completed before the junior year)</b>	Chemistry 1083 & 1483 (1110/1115 and 1120/1125 if premed)
	Physics 1220 & 1240 (1310/1320 and 1330/1340 if premed)
	Human Physiology 2540 (Note: must be taken first time at SLU)
	Basic Human Anatomy 1000 (Note: must be taken first time at SLU)
<b>Note:</b> For the core science courses in the pre-professional phase of the Program, no more than two courses may be taken outside of Saint Louis University for students entering as freshmen (AP credit excluded). The core science courses are Biology (BIOL1100 or 1040/1060), Chemistry I (CHEM1083 or 1110/1115), Chemistry II (CHEM1483 or 1120/1125), Physics I (PHYS1220 or 1310/1320), Physics II (PHYS1240 or 1330/1340), Human Physiology (PPY2540), and Basic Human Anatomy (ANAT1000). See 4.2.3 for Restrictions.	
<b>COMPOSITION:</b>	English 1900
<b>HUMANITIES</b>	<b>(3 credits from a pre-approved A&amp;S list of cultural diversity courses. The 3 credits are not a separate requirement but can be included in the required humanities courses listed below, an elective course, or in the courses included in a minor or certificate program.)</b>
<b>History</b>	3 credits
<b>Fine Arts</b>	3 credits
<b>Philosophy</b>	6 credits
<b>Foreign Language</b>	6 credits (through the 1020 level)
<b>Theology</b>	6 credits
<b>Literature</b>	3 credits
<b>MATHEMATICS:</b>	Pre-Calculus MATH1400
<b>STATISTICS:</b> <b>(must be completed before the student may enter the professional phase of the curriculum)</b>	STAT1100 or OPM2070 or MATH1300
<b>PSYCHOLOGY:</b>	General Psychology 1010
	Abnormal Psychology 4390
<b>ELECTIVES:</b>	18 credits (elective credits may be used to complete minor)

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



## Appendix C: Requirements for Choosing Pre-professional Phase Courses

1. Fine Arts elective. Any course specified in the college catalog as accepted as a fine arts elective (for Arts and Sciences) will be accepted as a fine arts elective for Physical Therapy. Courses from Study Abroad experiences will be accepted as per the approval of the Program in Physical Therapy Registration Coordinator.
2. Cultural Competence requirement. Any pre-approved humanities course specified in the University catalog as fulfilling the Arts and Sciences cultural diversity requirement can be used to fulfill the three-hour cultural competence requirement. Study Abroad can be used to fulfill this requirement. This requirement does not require a separate course and can be included in the humanities courses, elective courses or as part of the student's minor special program.
3. Modern or Classical Foreign Language requirement. Students must provide documentation that they have the equivalent of Modern or Classical Foreign Language courses 1010 and 1020 in order to meet the foreign language requirement. The requirement may be met in the following ways:
  - a. Obtain credit on the transcript for courses at 1010 and 1020 level with a grade of C or better.
  - b. Complete a course of a higher level than 1020 with a grade of C or better (thus waiving 1010 and 1020).
  - c. If a SLU Admissions Counselor has determined that English is not a student's primary language, the language requirement is waived.
  - d. Students from bilingual families or who have otherwise mastered a language may obtain verification of fluency in another language through the Department of Modern and Classical Foreign Languages or another credible judge of such fluency as determined by the Program in Physical Therapy Curriculum Committee, such as a source suggested by the College of Arts and Sciences or a local cultural society (i.e. Japan Society of St. Louis).
4. Literature requirement. One course in literature must be one equivalent to ENGL2000-3900 as listed in the SLU Course Catalog.
5. History requirement. One history course must cover a period of the history of the world, a continent or a country.
6. Philosophy requirement. PHIL1050 (Introduction to Philosophy: Self and Reality), PHIL2050 (Ethics)
7. Pre-calculus (MATH1400). The Pre-Calculus requirement is waived for the student who meets one of the following. If Pre-Calculus is waived, the student does not have to replace the requirement with another class:
  - a. The student has earned a grade of C or better in college credit for Pre-Calculus or Calculus I or has AP credit posted for Calculus I.
  - b. The student has met an ACT MATH score of 28 or higher in addition to 4 years of high school math (through the level of pre-calculus) with at least a B (3.0) average.
  - c. The student has a Math Index score of 1040 or higher.

8. Science requirements.
  - a. For the core science courses in the pre-professional phase of the Program, no more than two courses may be taken outside of Saint Louis University for students entering as freshmen (AP credit excluded). The core science courses are Biology (BIOL1100 or 1040/1060), Chemistry I (CHEM1083 or 1110/1115), Chemistry II (CHEM1483 or 1120/1125), Physics I (PHYS1220 or 1310/1320), Physics II (PHYS1240 or 1330/1340), Human Physiology (PPY2540), and Basic Human Anatomy (ANAT 1000). *See 4.2.3 for Restrictions.*
  - b. Basic Human Anatomy and Human Physiology must be taken at Saint Louis University. If the student must retake either or both of these courses, the student can petition to take the course(s) at another institution if the student has not taken two core science courses elsewhere.
  - c. CHEM1110/1115, 1120/1125 may be substituted for CHEM1083, 1483
  - d. PHYS1310/1320 and PHYS1330/1340 may be substituted for PHYS1220, PHYS1240.
9. Statistics requirement. STAT1100, OPM2070 or MATH1300 will fulfill the statistics requirement.

#### **Appendix D: Required Interprofessional Education (IPE) Courses**

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

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

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

## **Appendix F: Program in Physical Therapy Grading Scale**

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

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

Last Revised 11/2015

## **Advising, Mentoring, and Registration Procedures**

In 2007, Saint Louis University instituted an Integrated Advising System that includes undergraduate advising from a professional academic advisor and mentoring from a faculty mentor. The Program in Physical Therapy has adapted this system to include active services of an assigned professional academic advisor from the Medical Center Student Success Center for the Pre-Professional Phase of the Program. During professional year I, the professional academic advisor remains as a resource if students make decisions to drop classes or change majors.

A faculty mentor is assigned to each student as he/she enters the Program in Physical Therapy. The student has an assigned faculty mentor throughout his/her time as a student in the Program in Physical Therapy. After the freshman year, the student is assigned a long-term mentor. Faculty mentor assignment may be changed only if a request is made to the Program Director by the student or mentor. When a change of mentor occurs, the new mentor is briefed on the student's history.

The Program in Physical Therapy Registration Coordinator with assistance from the Program Data Coordinator reviews and makes corrections to degree evaluations. Approval of courses taken at another institution is a responsibility of the Registration Coordinator. Registration and change of registration of students in the Professional Phase of the Program is also a responsibility of the Registration Coordinator and Data Coordinator. The Registration Coordinator supervises all study abroad activities, including required forms and Study Abroad Course Approval.

The Integrated Advising and Mentoring System provides a structure that supports a student through his/her academic career at SLU. The primary roles of Students, Faculty Mentors, and Academic Advisors within the Advising and Mentoring System are listed below.

### **To be fully engaged in the Advising and Mentoring System, students are expected to:**

- Seek feedback and advice to make informed academic decisions
- Be active participants in the Integrated Advising and Mentoring System
- Create a curriculum plan which accommodates individual values, personality, abilities, and interest
- Create a curriculum plan which takes into account current academic progress (GPA, class standing, etc.)
- Create a curriculum plan which leads to completion of degree requirements
- Establish communication with Academic Advisors and Faculty Mentors
- Explore and engage in the unique opportunities available through Saint Louis University

### **Students at Saint Louis University can expect their Academic Advisor to:**

- Aid students in developmental transitions (i.e., from high school to college)
- Assist students in creating their curriculum plans, including review of academic performance

- Clarify the program/curriculum requirements, particularly as it relates to the Saint Louis University Mission
- Introduce students to resources for academic and career success
- Clarify the purpose and roles within the Integrated Advising and Mentoring System
- Participate in ongoing training and development

**Students at Saint Louis University can expect their Faculty Mentor to:**

- Establish a Mentor-Student relationship
- Discuss students' personal educational and career goals
- Discuss academic courses of study, experiences, and resources as they relate to the Saint Louis University Mission
- Help students foster relationships with faculty and staff in their college/school communities
- Discuss academic performance
- Participate in ongoing training and development

See Appendix A for more specific responsibilities/functions that apply to students in the Program in Physical Therapy.

### **Registration Procedures**

The following procedures should be followed by students for registration:

1. Communicate with faculty mentor each semester. The registration PIN will not be issued to the student each semester until the following is accomplished:
  - a. Freshman fall semester: Meet with faculty mentor as per DPT1111 Student Development I class assignment.
  - b. Freshman spring semester: Meet with faculty mentor as per DPT1212 Student Development II class assignment.
  - c. Sophomore fall semester: Communicate in a small group or individual meeting as specified by faculty mentor. The discussion should include observational hours.
  - d. Sophomore spring semester: Discuss Generic Abilities Self-Evaluation in an individual appointment with faculty mentor.
  - e. Junior fall semester: Communicate with faculty mentor via e-mail as specified by the Program in Physical Therapy Registration Coordinator.
  - f. Junior spring semester: Discuss Generic Abilities Self-Evaluation in an individual appointment with faculty mentor.
  - g. Professional Year I fall semester: Discuss Generic Abilities Self-Evaluation in an individual appointment with faculty mentor.
  - h. Professional Year I spring semester: Communicate in a small group or individual meeting as specified by faculty mentor.
  - i. Professional Year II fall semester: Discuss Generic Abilities Self-Evaluation in an individual appointment with faculty mentor.
  - j. Professional Year II spring semester and all of Professional Year III: Discussions with faculty mentor as needed. Students meet with clinical education advisors to discuss their professional development.

2. Prepare a Registration Plan:
  - a. Freshmen fall semester: Refer to curriculum outline and guidance of professional academic advisor.
  - b. Freshman spring semester through Junior fall semester:
    - 1) Review curriculum outline and degree evaluation to prepare for registration, to work towards completion of minor and all pre-professional phase courses.
    - 2) Create lists of classes you would like to take and back up classes in case those classes are full. These lists should be taken to the meeting with the professional academic advisor.
    - 3) Students who are abroad during the Junior fall semester are to send an e-mail to their professional academic advisor.
  - c. Junior spring semester:
    - 1) Review the degree evaluation and assure that you have completed your minor and all pre-professional phase courses.
    - 2) Communicate with your professional academic advisor to confirm that the pre-professional coursework is completed.
    - 3) Follow the registration instructions provided by the Program in Physical Therapy Registration Coordinator and Data Coordinator.
  - d. Professional Year I through III: The registration plan and instructions are provided by the Program in Physical Therapy Registration Coordinator and Data Coordinator. Students must follow these instructions in a timely manner.
3. Meet with Professional Academic Advisor/Follow Instructions from the Program in Physical Therapy Registration Coordinator and Data Coordinator:
  - a. Pre-Professional Phase of the Program: Meet with professional academic advisor to review the degree evaluation and obtain authorization for registration (see 4 below). Professional Phase of the Program: Follow the instructions provided by the Program in Physical Therapy Registration Coordinator and Data Coordinator.
4. Obtain authorization for registration.
  - a. The professional academic advisors and faculty mentors authorize undergraduate students through the Junior year for online registration by removing the registration hold in Banner.
  - b. The Registration Coordinator acts as the student advisor for the professional phase of the Program.
5. Register in Banner.
  - a. Undergraduate students through the first semester of junior year who experience problems with registration should contact their professional academic advisor.
  - b. Students in the second semester of the Junior year registering for the Professional Year I Summer and students in the Professional Phase of the Program in Physical Therapy who experience problems with registration should e-mail the Program in Physical Therapy Registration Coordinator or Data Coordinator.

See Appendix A for a listing of Advising and Mentoring Responsibilities/Functions during the Program in Physical Therapy  
 See Appendix B for the Summary Timetable of Advising/Mentoring Process for Students.

**Appendix A: Advising and Mentoring Responsibilities/Functions during the Program in Physical Therapy**

<b>Question</b>	<b>Student</b>	<b>Professional Academic Advisor</b>	<b>Faculty Mentor</b>	<b>Program in PT Registration Coordinator</b>
Has ultimate responsibility for knowing and understanding degree requirements	X			
Registration planning or changes	X	X		professional phase only
Dropping a class	X	X		professional phase only
Talking about research opportunities in physical therapy.	X		X	
Taking a course at another institution in the Summer	X	X		decision-making only
Changing majors	X	X	X	(after decision is made)
Planning for studying abroad	X	X		
Choosing and completing a minor	X	X	(for minor department)	
Referring/utilizing academic or other university/community resources	X	X	X	
Discuss professional behavior standards	X		X	

Last Revised 07/2013

## Appendix B: Summary Timetable of Advising/Mentoring Process for Students

*Registration hold will not be released by the academic advisor or faculty mentor until you have fulfilled the Program requirements for contact with both.*

Student Action*	Sept.- Oct.	Nov.	Dec.	Jan.– Mar.	Apr.	May- Aug.
Have contact with faculty mentor (through Professional Year I Fall Semester)	X			X		
Meet with Professional Academic Advisor (through Junior Spring Semester)	X			X		
Complete registration		X			X	
Change of registration period			X			X
*Preprofessional Phase of the Program in Physical Therapy						

Professional Year I and II Students in the Professional Phase of the Program in Physical Therapy must meet with a faculty mentor every semester through the fall of Professional Year II. Professional Year III students must meet with a clinical education advisor in the fall semester to fulfill requirements for registration and mentor contact.

Last Revised 11/2015

### Application to Transfer Course Credit from Another College or University

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

The number and types of science classes that can be taken at another institution are limited. See curriculum policies. Grades below "C" are not acceptable and will not transfer into Saint Louis University. A grade of "C-" is not acceptable. Courses taken at another college or university are not considered in calculation of the GPA. No more than 12 hours can be taken at another college or university in a summer term.

Last Revised 07/2014



# Academic/Clinical Regulations

## Policy and Procedures Concerning Academic Eligibility for DPT Curriculum

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

### I. Definitions

- a. Phases of the Physical Therapy (PT) Program:
  - i. Pre-professional Phase: The six academic semesters beginning with the fall semester of the freshman year and ending with the spring semester of the junior year.
  - ii. Professional Phase: The eight academic semesters beginning with the professional year I summer and ending with the spring semester of the third professional year. During this phase, students enroll in courses specifically designed to prepare them as physical therapists. Refer to SLU Doctor of Physical Therapy (DPT) curriculum summary.
- b. Academic Jeopardy: A student in academic jeopardy is one who meets the minimum academic eligibility standard but is in jeopardy of falling below the minimum GPA academic standards (defined in Tables 1 and 2) or the grade requirement (defined in Section III). Any student receiving a single D or F grade in a course with a DPT, IPE, or ANAT prefix remains in academic jeopardy for the duration of their academic career as a second D or F grade would render them ineligible to continue in the program.

A student in academic jeopardy:

  - receives an e-mail from the Program Data Coordinator informing the student of their academic standing.
  - is allowed to take a full-time load but is encouraged to maintain contact with their faculty mentor and academic advisor (undergraduates) on a regular basis.
- c. Program Academic Probation: A student on program academic probation is one who has not met the minimum grade point average (GPA) academic standards as defined in Tables 1 and 2, or who has not met the Grade Requirements as defined in Section III. This student's academic performance is not acceptable and must improve to stay in the program.
  - A student can be on program academic probation for no more than two consecutive semesters at any time during their career at SLU, or no more than a total of three consecutive or non-consecutive semesters while in the Professional Phase of the PT program. In these cases, the student is ineligible to continue in the PT program.
  - Rules regarding program academic probation are described in Section IV.

- d. Academic Ineligibility: A student who is academically ineligible is one who has not met the program academic standards regarding GPA Requirements (Section II) and/or Grade Requirements (Section III). This student is subject to dismissal from the Program in PT but may be permitted to take certain courses in the DPT curriculum in order to complete degree requirements for the Bachelor of Science in Exercise Science degree (BSES). Refer to BSES degree Policy (found in the Curriculum Policies in PT Faculty and Student Handbooks) for further information.

## II. Grade Point Average Requirements

- a. The GPA academic eligibility rules are presented in Table 1 for the pre-professional phase, and in Table 2 for the professional phase of the program.
- b. For Table 1, all GPAs that are listed are cumulative at the end of the specified semester. To enter the professional phase of the program, a student must have a minimum overall cumulative GPA of 3.00. If a student has an "I" in any course in the pre-professional phase, the "I" grade must either be resolved before beginning the professional phase or the student must seek permission to progress through the Progressions Committee.
- c. For Table 2, the professional phase GPA is defined as follows:
  - i. For full time students, the professional phase GPA is the cumulative GPA of courses taken to date in the professional phase of the program, calculated at the end of each semester.
  - ii. For students on a part-time track, the professional phase GPA at the end of a specific semester is not calculated until all courses in the semester in which a letter grade is posted (based on the full-time program) are completed. Only those courses listed for a given term in the full-time program are counted for that semester.
- d. Science GPA: To qualify for the professional phase of the program, a student must have a minimum cumulative science GPA of 2.70 at the beginning of the fall semester of the junior year.
  - i. The courses included in the science GPA are Biology (BIOL 1100 or 1040/1060), Chemistry I (CHEM 1083 or 1110/1115), Chemistry II (CHEM 1483 or 1120/1125), Physics I (PHYS 1220 or 1310/1320), Physics II (PHYS 1240 or 1330/1340), Human Physiology (PPY 2540), and Basic Human Anatomy (ANAT 1000). Refer to Curriculum Policies regarding detail of courses that must be taken at SLU.
  - ii. For students entering the program as freshmen, no more than two of these science courses may be taken outside of Saint Louis University (AP credit excluded; see Curriculum Policies). Grades for transferred science courses will be used in this calculation.
  - iii. For students bringing in Advanced Placement (AP) credit to meet science course requirements, a grade of "A" will be assigned to the respective course(s) for science GPA calculation.
  - iv. The student must maintain this 2.70 science GPA through the end of the junior spring semester, including Exercise Physiology (DPT 3230).

### III. Grade Requirements

- a. A student receiving a single “D”, “F”, or “U” grade for the first time in any course with a DPT, IPE, or ANAT prefix and all courses in the professional phase of the program will be placed on program academic probation and must repeat the course. All DPT and other professional phase courses are offered one time per year. If a student is required to repeat a course he/she will be required to wait until the course is offered the following year.
  - Students receiving a single “D” or “F” grade for the first time in any course with a DPT, IPE, or ANAT prefix in the pre-professional phase of the program with the exception of DPT3230 Exercise Physiology can progress full time but must repeat the course. In the case of DPT 3230 Exercise Physiology, a student must pass this course with a C or better before progressing to the professional phase of the program.
  - Students receiving a single “D”, “F”, or “U” grade for the first time in any course in the professional phase of the program cannot progress full time in the physical therapy program.
    - A student may be allowed to continue part-time in the professional phase of the program in courses that do not require the prerequisite knowledge contained in the course to be repeated. The student’s course of study is determined by the Program Director in consultation with the Assistant Program Director and faculty mentor.
  - Before being allowed to return to full time status, the student must have repeated the course with a C grade (C-, D, or F grade not acceptable) or better and have met the required cumulative GPA or better.
  - All repeated courses and grades will be recorded on the academic transcript with the most recent course included in the grade point average and noted as “included”, while the previous courses will be noted as “excluded”.
- b. A student receiving a “D”, “F”, or “U” grade in a repeated course is subject to program dismissal. Refer to Appeal Process (Section VII).
- c. A student receiving any combination of 2 or more “D”, “F”, or “U” grades in ANAT, IPE or DPT courses in one semester or across multiple semesters is subject to program dismissal. This policy applies to all grades on the transcript, regardless if the course was repeated with a C grade or better. Refer to Appeal Process (Section VII).
- d. A student who is on program academic probation for more than two consecutive semesters at any time during the pre-professional or professional phases, or a total of any three semesters while in the professional phase of the program is subject to program dismissal.

- IV. Program Academic Probation Standing
  - a. Definition: a student who has not met the minimum GPA academic standard as defined in Tables 1 and 2, or who has not met the Grade Requirements as defined in Section III.
  - b. At that time the student does not meet the minimum academic eligibility requirements, she/he is placed on program academic probation for the following semester. If the student rectifies the academic issue within 2 semesters, the probationary status is removed.
  - c. When a student is placed on program academic probation, the student will be notified by the Program Director using e-mail and regular mail.
  - d. A student on program academic probation is responsible for arranging a minimum of one meeting with their faculty mentor during the semester. Appropriate strategies to improve academic performance will be discussed with the student.
  - e. A student on program academic probationary status for more than two consecutive semesters at any time during the pre-professional and professional phases or a total of any three semesters during the professional phase of the program is subject to program dismissal. Refer to Appeal Process (Section VII).
  
- V. Program Academic Progression Rules
  - a. In order to progress to the professional phase of the program students must have:
    - i. a minimum of 3.00 overall cumulative GPA.
    - ii. a minimum core science GPA of 2.70 as described in Section IIId.
    - iii. passed all required prerequisite courses for the professional phase
  
  - b. In order to progress to the post-baccalaureate component of the professional phase of the program, students must have:
    - i. a minimum of 2.50 professional phase GPA (cumulative from the first three semesters of the professional phase of the program)
    - ii. completed all requirements for a bachelor's degree
    - iii. completed curricular requirements for a minor, certificate, or area of concentration
    - iv. successfully completed all required courses
  
- VI. Program Academic Graduation Requirements for the Doctor of Physical Therapy Degree

The student must have:

  - a. a minimum of 2.70 professional phase GPA (cumulative from the eight semesters of the professional phase of the PT program)
  - b. have successfully completed all required courses
  - c. have attained a Satisfactory (S) grade for all clinical education courses as specified in the SLU Program in PT Clinical Education Policies

## VII. Student Appeal Process

- a. Grade Appeal: If a student believes that course policies and procedures as stipulated in the course syllabus were not followed in assigning the final grade for a course, the following steps should be followed in sequence:
  - i. Student discusses with the course coordinator the concerns about the grade and reasons he/she believes the grade was not assigned correctly. The course coordinator renders a decision regarding the grade appeal as the instructor of record in that course.
  - ii. If the dispute is not satisfactorily resolved, the student may present his/her appeal in writing to the Chairperson of the department in which the course is offered. The Chairperson reviews the case and renders a departmental decision regarding the grade appeal.
  - iii. If the dispute is not satisfactorily resolved at the departmental level, the student may present his/her appeal in writing to the Dean of the College. The Dean is the final arbitrator in the grade dispute.
- b. Progression Appeal
  - i. If, by policy, a student is ineligible to progress in the PT curriculum as a result of academic eligibility issues (grade requirement or GPA), the student has the right to appeal progression in the program.
  - ii. Any grade appeal must be completed prior to an appeal regarding progression in the program.
  - iii. The appeal gives the student the opportunity to explain extenuating circumstances or conditions which adversely impacted their academic success.
  - iv. The appeal is heard by the Program in Physical Therapy Progressions Committee, and the Committee makes a decision regarding the student's appeal and communicates it to the Program Director.
  - v. The Program Director communicates this final decision to the student.
  - vi. Refer to the Progressions Committee Policies and Procedures (in PT Student and Faculty Handbooks) for detailed information regarding progressions appeals process.
- c. Dismissal Appeal
  - i. If, by policy, a student is dismissed from the PT program because of GPA or course grade issues, the student has the right to appeal dismissal from the program.
  - ii. Any grade appeal must be completed prior to an appeal regarding progression in the program.
  - iii. The appeal gives the student the opportunity to explain extenuating circumstances or conditions which adversely impacted their academic success.
  - iv. The appeal is heard by the Program in Physical Therapy Progressions Committee, and the Committee makes a decision regarding the student's appeal and communicates it to the Program Director.
  - v. The Program Director communicates this decision to the student.
  - vi. Refer to the Progressions Committee Policies and Procedures (in PT Student and Faculty Handbooks) for detailed information regarding ineligibility appeals process.

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

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

**Table 1**  
**Cumulative GPA Academic Eligibility Rules: Pre-professional Phase**

	<b>FR<sub>F</sub></b>	<b>FR<sub>S</sub></b>	<b>SO<sub>F</sub></b>	<b>SO<sub>S</sub></b>	<b>JR<sub>F</sub></b>	<b>JR<sub>S</sub></b>
Jeopardy	2.30 - 2.79	2.50 - 2.99	2.50 - 2.79	2.70 - 2.99	2.85 – 2.99	
<b>MINIMUM ELIGIBILITY</b>	<b>2.30</b>	<b>2.50</b>	<b>2.50</b>	<b>2.70</b>	<b>2.85</b>	<b>3.00*</b>
Program Probation	< 2.30	2.30 - 2.49	2.30 - 2.49	2.50 - 2.69	2.70 - 2.84	
Ineligible (cumulative GPA)		< 2.30	< 2.30	< 2.50	<2.70	<3.00
Science GPA minimum eligibility					2.70* (beginning of semester)	2.70**

Notes:

\*In addition to a cumulative GPA of 3.0, a student must have a science GPA of 2.7 **by the beginning of the fall semester of junior year.**

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

All GPAs rounded to the hundredth place

With exception of the science GPA requirement, all GPAs in Table 1 are cumulative GPAs at the end of the specified semester.

FR = freshman, SO=sophomore, JR = junior. Subscript <sub>F</sub> = Fall semester, Subscript <sub>S</sub> = Spring semester

**Table 2**  
**GPA Academic Eligibility Rules: Professional Phase (Professional Year I –III)**

	<b>PYI<sub>SU</sub></b>	<b>PYI<sub>F</sub></b>	<b>PYI<sub>S</sub></b>	<b>PYII<sub>F</sub></b>	<b>PYII<sub>S</sub></b>	<b>PYIII<sub>SU</sub></b>	<b>PYIII<sub>F</sub></b>
Jeopardy	2.00– 2.79	2.50 – 2.79	2.50 – 2.79	2.70 – 2.79	2.70 – 2.79	2.70 – 2.79	
<b>MINIMUM ELIGIBILITY</b>	<b>2.00</b>	<b>2.50</b>	<b>2.50</b>	<b>2.70</b>	<b>2.70</b>	<b>2.70</b>	<b>2.70</b>
Program Probation (Semester GPA)	Sem GPA < 2.00	Sem GPA <2.30	Sem GPA <2.30	Sem GPA <2.30	Sem GPA <2.30	Sem GPA <2.30	
Ineligible		< 2.50	< 2.50	< 2.70	< 2.70	< 2.70	< 2.70

Notes:

All GPAs rounded to the hundredth place

All GPAs in Table 2 are cumulative professional phase GPAs with the exception of the program probation row. The professional phase GPA is the cumulative GPA of all the courses to date in the professional phase of the DPT curriculum (based on full-time curriculum).

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

Subscript <sub>F</sub> = fall semester, Subscript <sub>S</sub> = spring semester, Subscript <sub>SU</sub> = summer semester

Last Revised 08/2105

## **Program in Physical Therapy Progressions Committee Policies and Procedures**

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

### **Fundamental Activities to Achieve Guiding Principle:**

1. To consider whether students are meeting academic eligibility and/or professional behavior standards.
2. To assure that pertinent information regarding each student case is known and considered by members of the Committee when making student progression decisions.
3. To establish reasonable conditions for progression in the Program in case a student with an academic &/or professional behavior eligibility issue is allowed to progress.
4. To monitor the compliance of a student meeting conditions of progression.

**Meetings:** At minimum, at the end of each semester (fall, spring, summer) to hear student appeals, and at least one other meeting per year to review policies and procedures. Additional meetings may be called by the Progressions Committee Chairperson or at the request of the Program Director.

**Committee Membership:** The Committee is comprised of five members, four of whom are from the Program in Physical Therapy faculty and one member from another department in the Doisy College of Health Sciences. The Committee Chairperson and members are appointed by the Program Director. The term of service on this Committee is three years; terms are renewable based on mutual agreement of the Program Director and the Committee member. A quorum is defined as three members of the Committee. All Committee members present at student appeal meetings are eligible to vote in the decision regarding the appeal. A designated staff member is assigned to assist the Committee and may be present at student appeal meetings at the discretion of the Committee Chairperson but does not have voting privileges.

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

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

**Academic or Professional Behavior Appeal:** If, by policy, a student is either dismissed from the Program in Physical Therapy or ineligible to continue fulltime because of academic &/or professional behavior issues, the student has the right to appeal this action.



1. The appeal gives the student the opportunity to explain extenuating circumstances or conditions which adversely affected their behavior or academic success, and to describe plans for preventing such problems in the future.
2. The appeal is heard by the Program in Physical Therapy Progressions Committee. The Committee makes the decision to grant or deny the student's appeal.
3. The Program Director is promptly informed of the Committee's decision regarding the student's appeal. The Program Director will communicate the Committee's decision to the student.

### **Progressions Committee Procedures**

1. At the end of each semester the Program Director and the Progressions Committee Chairperson meet to review the academic eligibility data and professional behavior eligibility for all students in the pre-professional and professional phases of the Program (as described in the Policy and Procedures Concerning Academic Eligibility document). The purpose is to identify students who are ineligible to continue fulltime or who are subject to Program dismissal. In the case of the Program dismissal based on failure to meet professional behavior expectations as described in the Policy and Procedures Concerning Professional Behavior document, the Program Director will notify the Progressions Committee Chairperson.
2. The Progressions Committee Chairperson sends communication by e-mail to identified students notifying them of their academic status issue. This communication explains the appeal process, and is copied to the student's academic advisor (freshman through professional year I), faculty mentor, Program Director, Program Registration Coordinator, and Associate Dean of Student and Academic Affairs. The Committee Chairperson calls the student to advise that he/she should read the e-mail. The student is asked to acknowledge receipt of this notification by replying to the e-mail.
3. If a student is simultaneously appealing a course grade and the Academic Eligibility Policy, the course grade appeal must be resolved prior to the academic eligibility issue. Refer to Course Grade Appeal Policy.
4. The meeting for the appeal is scheduled based on the availability of the Committee members. The meeting usually occurs in the time period between the semesters. Exceptions to this timeline can only be made if approved by the Program Director and the Progressions Committee Chairperson.
5. If a Committee member believes he/she cannot fairly review the evidence and render a decision, that Committee member should recuse himself/herself from the meeting.
6. In the initial e-mail notification, the student is provided with the list of Committee members. The student may request substitution of one (1) Committee member, including the Progressions Committee Chairperson.

7. If the Progressions Committee Chairperson is unable to fulfill his/her duties for any reason, the Program Director will appoint a substitute Committee member to serve as chairperson.
8. A student appealing academic status &/or professional behavior issue must do so in writing to the Progressions Committee Chairperson. The appeal request must be made within 2 working days following notification of the eligibility issue. The appeal letter should, at minimum, include the following:
  - a. Description of the extenuating circumstances which the student believed interfered with academic performance &/or professional behaviors
  - b. Methods that have or may alleviate the extenuating circumstances
  - c. Proposed plan for improvement
9. The student is encouraged to attend the meeting of the Progressions Committee. If the student is unable to attend the meeting, the student may arrange to have a conference phone meeting with the Committee. The student is responsible for informing the Progressions Committee Chairperson whether he/she is attending the meeting, requests a conference phone meeting, or is not attending the meeting.
10. A student may submit a written request to the Progressions Committee Chairperson that he/she be accompanied by one (1) person to serve as an advisor at the meeting. This request should provide rationale for the person's attendance and should be received in advance of the scheduled meeting. If approved by the Progressions Committee Chairperson, the person may attend the meeting and speak to the petitioner, but is not allowed to address the Committee. Legal representatives cannot be part of this process.
11. Prior to the meeting, the Progressions Committee Chairperson provides members with a copy of the student's appeal letter and the Progressions Committee Summary Form regarding the student's academic eligibility &/or professional behavior issue. The Progressions Committee Chairperson reviews and summarizes the student's file which contains written documentation of any previous academic &/or professional behavior issues. Committee members have access to the files for review prior to the meeting.
12. If a student decides to attend the appeal meeting in person or by telephone, the meeting will proceed as follows:
  - a. Introduction of the student to the Committee.
  - b. Introduction of Committee members to the student.
  - c. Committee Chairperson will describe the academic eligibility or professional behavior issue including a review of the applicable policy.
  - d. The student will have the opportunity to make a statement to the Committee. Although student time for presentation is not limited, the Committee Chairperson may deem that student is no longer adding new information, and will move to Committee member questions.
  - e. The Committee members will have the opportunity to ask the student questions germane to the issue.

- f. The student will have the opportunity to make a final statement to the Committee, and then will be excused from the meeting room.
  - g. The Committee will then discuss the issue in a private session and make a majority decision regarding the appeal.
  - h. If the appeal is granted, the Committee will establish any conditions that the student must meet to maintain academic or professional behavior eligibility.
13. If a student chooses to not attend the meeting in person or by telephone, the meeting will proceed as follows:
- a. Committee Chairperson will describe the academic eligibility or professional behavior issue including a review of the applicable policy
  - b. The Committee members will have the opportunity to discuss the issue.
  - c. The Committee will then make a majority decision regarding the appeal.
  - d. If the appeal is granted, the Committee will establish any conditions that the student must meet to maintain academic &/or professional behavior eligibility.
14. The proceedings may not be audio or video recorded.
15. The Committee Chairperson will record decision/recommendations of the Committee on the Progressions Committee Summary Form. A copy of this Form will be kept in the student's file.
16. The Program Director or designee will communicate the Committee's decision regarding the student's appeal by telephone within 24 hours of the Progressions Committee meeting. A voicemail will not be left regarding the decision. A letter will be sent by email and in writing within 5 working days. If the appeal is granted, the conditions for progression and recommendations will be explained in the letter. This letter will be copied to the student's academic advisor (freshman through professional year I), faculty mentor, Associate Dean for Student & Academic Affairs, Program Registration Coordinator, and the Progressions Committee Chairperson.
17. The student must meet the conditions determined by the Committee and outlined in the letter from the Program Director if the appeal is granted. Failure to meet the conditions set in the letter will result in program dismissal. The conditions for eligibility are specified in the Progressions Tracking Form.
18. If the appeal is denied and the student believes that stated policies and procedures were not followed, the student can file an academic grievance with the Dean of the Doisy College of Health Sciences as stipulated in the College Academic Grievance Policy.
19. Details discussed during the meetings are confidential. However, the Committee decision/recommendations will be reported to the Associate Dean for Student and Academic Affairs, the Program Registration Coordinator, the student's academic advisor (freshmen through professional year I), and faculty mentor by

email and to faculty members in the Program in Physical Therapy during regularly scheduled monthly faculty meetings by the Progressions Committee Chairperson.

20. At the end of each semester, the Committee's designated staff person and Committee Chairperson will review the students who have had their appeal granted over the past year and assess whether the students have met the conditions of their appeal. Any student who has not met the conditions of his/her appeal is subject to Program dismissal and the above cited procedures (#1-19) are followed. The Progressions Committee Chairperson informs faculty of student status in a faculty meeting closest to the Progressions Committee date.

Last Revised 07/2014

### **Dropping/Adding Courses in the Professional Phase of the Program**

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

Last Revised 06/2015

### **Confidentiality of Records**

Program student records are available for review by that student in accordance with federal law and University policy. The records are released to third parties only with the written consent of the student and a signed FERPA form on file in the Office of the Registrar as documented in Banner or through My SLU Share within Banner. Third parties include parents/guardians and spouses. Once signed, the FERPA release is active (unless otherwise revoked by the student) until the student graduates with the DPT degree. A student should contact the Office of the Registrar if he/she wishes to change their FERPA release status. Program faculty members and College/University officials will have access to student records as necessary for the performance of their duties. The Program maintains files for all students which are kept in locked file cabinets within a locked office suite. All electronic student records specific to the Program in Physical Therapy are kept on a secure, password-protected server. Additional information regarding student FERPA rights is available at <http://www.slu.edu/registrar/third-party-access/ferpa-and-saint-louis-university.php>.

Students upload confidential information required for clinical education onto a password-protected web location called Acadaware.

Students requesting references which may disclose FERPA protected information must complete the Recommendation/Evaluation Authorization and Waiver form available at: <http://www.slu.edu/Documents/enrollment/registrar/forms/Form26-RecEvalWaiver.pdf>

Last Revised 09/2016

## **National Physical Therapy Examination (NPTE) Preparation**

As the DPT program is accredited by the CAPTE, students successfully completing the curriculum are eligible to take the National Physical Therapy Examination (NPTE). To assist students in preparation for this exam, a practice exam is required of all students in the final year of the program. Students will be required to retake the practice exam if they do not achieve a score determined by the Program. Students are responsible for the cost of this practice examination, and the results of the exam should be used by students in early identification of areas for additional NPTE preparation.

Students may elect to take a NPTE preparation course offered by an outside provider, but the Program does not endorse such courses as a guarantee of a passing score on the NPTE.

Last Revised 06/2015

## **Student Access to Laboratories Outside of Scheduled Class/Lab Time**

All students in the Program in Physical Therapy have access to the Allied Health Building 24 hours/day using their SLU-issued identification card. Card readers are located at each of the building entrances for building access.

### **Open Lab Policy**

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

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

9. There will be occasions when the lab will not be available for practice as a result of set up for lab practicals, competencies, or other room use. This will be communicated by signage on the lab door.
10. In order for students to access laboratories during business hours but outside of scheduled class/lab time, students must check with a Program in Physical Therapy staff member to see that there is not a lab in session.
  - Students may sign out a lab key from a Program in Physical Therapy staff member or use the keypad for Lab 1062 as described below.
  - Once the student unlocks the lab, they must return the key to a Program in Physical Therapy staff member.
  - Students must leave the lab as they found it. This includes cleaning equipment, returning chairs to their original location, and disposing of linens appropriately.

Last Revised 06/2015

### **Leave of Absence Policy**

A student may request a Leave of Absence for personal, medical or academic reasons, for a period not to exceed the total of one academic year for the duration of the DPT curriculum. Leave of absence requests beyond a total of one academic year must be approved by the Program Progressions Committee. If the leave of absence involves leaving the Program in Physical Therapy for one to two semesters and remaining at Saint Louis University as a student not following the Physical Therapy curriculum outline, the student must complete a Program "Leave of Absence Request Form." The form must be approved by the student's faculty mentor, and the Program Director. Copies of the approved Program "Leave of Absence Request Form" will be sent to the student and the student's professional academic advisor.

If the leave of absence involves leaving Saint Louis University for one or two semesters, the student must complete BOTH the Program "Leave of Absence Request Form" and the Saint Louis University Request for Leave of Absence form. Both forms will be sent to the student, the Registrar and the student's academic advisor. The Registrar Policies for Leave of Absence can be found at this site:

<http://www.slu.edu/Documents/enrollment/registrar/forms/Withdrawal%20vs%20Leave%20of%20Absence.pdf> .

For students who are receiving financial aid through SLU, the Scholarship Defer/Leave of Absence Request Form must be completed through the Office of Student Financial Services. Students taking a leave of absence from Saint Louis University are not allowed to take courses at another college or university during the time of the leave of absence. The summer semester is not included in the leave of absence time.

The student must provide written notification of their intent to return to the Program in Physical Therapy at least 90 days prior to the anticipated date of reentry. If a student does not provide such written notification, they will be dismissed from the program.

Students typically have a six month grace period for their Federal Stafford and Private loans. The grace period begins the day after the student ceases to enroll at least half-time. After the grace period, students will be required to make payments on the loan. Should a student utilize their grace period and then register at least half-time, repayment will begin the moment the student drops below half-time or graduates. Students are encouraged to contact the Office of Student Financial Services and their lender to discuss options.

Last Revised 07/2014

### **Withdrawal Policy**

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

All students considering a withdrawal from Saint Louis University should follow University procedures as outlined by the “Withdrawing from Saint Louis University” document <http://www.slu.edu/Documents/enrollment/registrar/forms/Withdrawal%20vs%20Leave%20of%20Absence.pdf>. For undergraduate students this document can be obtained through your professional academic advisor. For students in Professional Years II and III of the Program, this document can be obtained from the Program in Physical Therapy Registration Coordinator. In all instances of withdrawal from Saint Louis University, the Registration Coordinator and Program Director should be notified in writing so that a leave of absence can be discussed and your name can be removed from the Program in Physical Therapy mentor lists and other student lists.

Students who are withdrawn from the Program in Physical Therapy are not eligible for reinstatement in the Program in Physical Therapy.

Last Revised 09/2016

# **Professional Behavior**

## **Generic Abilities for Physical Therapists and Physical Therapy Core Values**

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

For more information on the Generic Abilities for Physical Therapists and Physical Therapy Core Values, see the section of the Student Development Notebook on Generic Abilities and Physical Therapy Core Values.

Last Revised 07/2013

## **Attendance Policy**

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

Last Revised 06/2015

## **Use of Electronic Devices**

Appropriate classroom conduct promotes an environment of academic achievement and integrity. Disruptive classroom behavior that interrupts either the instructor's ability to teach, or student learning, is prohibited. Disruptive behavior includes inappropriate use of technology in the classroom. Examples include ringing cell phones, text-messaging, watching videos, playing computer games, doing e-mail, instant messaging, or surfing the Internet on your computer or electronic devices. Students who engage in disruptive behaviors will be asked to leave the classroom. Follow these simple regulations to avoid the inappropriate use of technology in the classroom:

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

Last Revised 07/2013



## Social Media

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

Program in Physical Therapy Social Media Guidelines:

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

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

Last Revised 07/2013

## Dress Regulations

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

Last Revised 06/2015

## Use of Tobacco and Eating

Saint Louis University is a tobacco-free campus.

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

Last Revised 09/2016

## Policy and Procedure Concerning Professional Behavior

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

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

1. develop a knowledge of self
2. demonstrate good judgment
3. conduct themselves in an ethical manner including but not limited to:
  - a. maintenance of confidentiality
  - b. honesty concerning personal, academic, and medical information
4. commit to fulfilling professional responsibilities
5. demonstrate respect for self and others including but not limited to:
  - a. provisions for the physical safety of others
  - b. respect for the psychological welfare of others

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

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

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

### **No Sanction:**

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

Process:

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

**Professional Behavior Warning:**

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

Process:

1. Meet with the student to discuss said breach of professional behavior and possible strategies to improve behavior.
2. Document meeting on the Professional Behavior Advisement Form.
3. Secure signatures from student and faculty on the Professional Behavior Advisement Form.
4. Allow student to respond in writing to the sanction to clarify his or her perception of the situation. This response will be attached to the Professional Behavior Advisement Form.
5. Provide an electronic or hard copy of the Professional Behavior Advisement Form to the Data Coordinator. The form will be electronically uploaded to the student's file. The Data Coordinator will update the Professional Behavior Tracking file, and notify the student's mentor that a form has been posted.
6. Faculty mentor is responsible for monitoring the number of Professional Behavior Warnings received by a student.
7. For students completing the DPT program successfully in the standard curricular time, all Professional Behavior Advisement Forms will be removed from the student's permanent file upon graduation or withdrawal from the program.

## **Professional Behavior Probation:**

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

### Process:

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

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

## **Professional Behavior Dismissal:**

Definition: A student may be subject to program dismissal for professional behavior issues in the following conditions:

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

Process:

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

**Appeal Process:**

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

Process:

1. Program Appeal: A full description of the appeal process is available in the Progressions Committee Procedures document. If the student chooses to appeal the professional behavior dismissal, the process includes:
  - a. The appeal request must be made in writing to the Progression Committee Chairperson within seven business days following program dismissal notification.
  - b. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted his or her behavior.
  - c. The appeal is heard by the Program in Physical Therapy Progressions Committee. The Committee makes a decision regarding the student's appeal and communicates it to the Program Director.
  - d. The Program Director reviews the decision regarding the student's appeal and communicates this decision to the student as stated in the Progressions Committee Procedures document.
2. Doisy College of Health Sciences Grievance Policy: The student can file a grievance with the Dean of the Doisy College of Health Sciences on completion of all program processes on the following grounds:
  - a. Program policies were not followed
  - b. The student was not informed of the program policies
  - c. No appeal was allowed
  - d. Procedural infractions occurred

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

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

Last Revised 06/2015

# **Student Responsibilities**

## **Receipt of Policies and Procedures**

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

## **Physical Therapy Course Fees**

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

Last Revised 06/2015

## **Course and Instructor Evaluation**

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

Last Revised 06/2015

## **Class Cancellation**

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

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

Last Revised 06/2015

## **Transportation**

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

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

Last Revised 06/2012

## **Address and Phone Updates**

It is the student's responsibility to update his or her phone numbers and addresses. The primary location for updating student information for the University is the Banner system. Updates can be made on Banner or through the Registrar's Office.

Last Revised 06/2015

## **Student Activity Record**

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

Last Revised 06/2012

## **Employment**

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

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

Last Revised 06/2012

## **Safety**

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

1. All biomedical equipment undergoes annual safety inspection by a qualified biomedical engineer. Students are required to report any machines that are malfunctioning so that the instructor can tag and report the malfunctioning item to the biomedical engineer. Malfunctioning items are not used until repaired by the biomedical engineer and approved for use.
2. Unsafe behavior both in and out of class/lab will not be tolerated. Students who demonstrate unsafe or disruptive behaviors may be asked to leave the class/lab and may be subject to a professional behavior sanction.
3. Students are required to dress in attire which does not interfere with academic activity. Students should refer to each course syllabus to determine the appropriate attire for a specific academic activity.
4. Appropriate safety measures are required during gait/balance activities.
5. Students are responsible for prompt reporting of any acute adverse health event (injury or illness) associated with a Program class or lab session to a course instructor, or, in the event of an adverse health event during a clinical experience, to the Director of Clinical Education. Depending on the nature of the event, an incident report may be necessitated. This is available at <http://slucareincident.slu.edu/we/> (only available if on a SLU network computer). If this form is not available, students must download the General Liability Form from the current PT Clinical Education Blackboard Learn page.
6. It is the responsibility of the student to report relevant health information if it results in the student not being able to perform a lab activity. At the discretion of the faculty member, a written note from a physician may be required outlining activity precautions and guidelines. Students should ask for consent from their class partners and be knowledgeable regarding contraindications and precautions for procedures. Student "patients" should be proactive in protecting themselves and others. Some courses require lab consent forms.
7. Students are required to use lockers to keep classroom/lab traffic areas free of personal belongings. Traffic areas also should be clear of unnecessary equipment, supplies, electrical cords, water spills, and so on. Students are expected to clean up their area after a procedure is completed.



8. Students will be instructed on the proper storage of lotions, gels, adhesives, and other topical agents to minimize contamination, drying or premature aging of the substance. It is the responsibility of the student to notify the Office of Disability Services and the instructor of allergies or reactions to these products.
9. In order to provide an optimal learning environment which is safe, clean, and comfortable, students are expected to participate in routine lab cleaning procedures following the completion of each lab. Cleaning procedures are supervised by the instructor. Procedures are posted in each of the labs and performed by students at the completion of each lab. Lab clean-up assignments are determined by the instructor. Cleaning solutions are stored in the lab with labels. Center of Disease Control guidelines are utilized regarding the dilution of cleaning material. Material Safety Data Sheets for hazardous chemicals are available in each lab.
10. "Universal Precautions" is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for blood-borne pathogens. Gloves and masks are available for use to clean up any bodily fluids that may contaminate equipment or supplies.
11. Failure to comply with proper safety procedure may result in a professional behavior sanction.

Last Revised 06/2015

### **Emergency Procedures**

To ensure the safety of the Program in Physical Therapy's students, faculty and visitors, the Departments of Public Safety and Emergency Preparedness (DPSEP) and Risk Management have established a Saint Louis University Emergency Response Guide which can be accessed at [http://www.slu.edu/Documents/emergency\\_preparedness/09.194\\_EmPoster\\_Web.pdf](http://www.slu.edu/Documents/emergency_preparedness/09.194_EmPoster_Web.pdf).

A copy of the Saint Louis University Emergency Response Guide can be found in each of the classrooms/labs. This Guide outlines basic emergency procedures as well as telephone numbers/addresses for serious emergencies. The labs also contain first aid kits, stethoscopes, and blood pressure cuffs. If a serious or life threatening injury or illness occurs while on the Saint Louis University campus, first activate Emergency Medical Services (EMS) by dialing 911 and then call DPS at 977-3000. The ambulance response address for the Allied Health Professions Building is 3404 Rutger Street.

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

Last Revised 07/2013

## **CPR and First Aid Certification**

In order to meet the requirements for clinical sites, CPR and Basic First Aid certifications must be completed by the end of the fall semester, professional year I. It is the student's responsibility to maintain CPR certification throughout the Professional Phase of the Program through either the American Red Cross or the American Heart Association. Special circumstances may require annual certification due to individual clinical site requirements. The CPR course must include the review and performance of skills for infants, children, and adults. On-line certifications are not acceptable. Basic First Aid certification requires renewal every 2-3 years. It is the student's responsibility to complete, pay for, and upload documentation of these certifications to the Acadaware database. Students with expired CPR or First Aid certification will not be allowed in the clinic.

Last Revised 06/2015

## **Physical Examination**

In order to meet the requirements for clinical sites, proof of a current physical examination must be submitted by the end of the fall semester, professional year I. The packet includes a health history, physical examination results, and immunization records including Hepatitis B vaccination and a 2-step TB skin test. It is the student's responsibility to arrange an appointment with his/her physician and upload a completed Student Health Record to the Acadaware database. In subsequent semesters, the medical information required may vary depending on the requirements of a student's clinical sites. All students are required to obtain an annual TB test during the professional phase of the program. Students with positive TB skin test results will be required to complete an annual systems review with the Student Health nurse at SLU. Once clinical assignments are announced, each student is responsible to review the facility's requirements and meet any additional requirements of the facility. Failure to complete all physical examination requirements of the Program in Physical Therapy and clinical sites may result in the inability of the student to successfully progress in the program.

Last Revised 06/2015

## **Criminal Background Check and Drug Screening**

A mandatory Criminal Background Check must be completed for each student during the fall semester, professional year I. The Criminal Background Check is completed by the Compliance Officer in the Office of the Registrar. The student is responsible for the cost of the Criminal Background Check. The Criminal Background Check must be completed prior to the start of the first clinical experience. Additional Criminal Background Checks may be required later in the Program depending on the requirements of clinical sites.

***Adverse findings on a Criminal Background Check may limit or prohibit a student from participating in clinical experiences depending on the offense and clinical site requirements. Inability to participate in clinical experiences due to adverse findings on the Criminal Background Check will result in the inability of the student to successfully progress in the program.***

Drug screening may be required prior to the start of a clinical experience depending on the individual requirements of clinical sites. Students assigned to a clinical site which requires the verification of a negative drug screen prior to the start of a clinical experience must complete this test through the Saint Louis University Office of Student Health, unless otherwise directed by the clinical site. Students are responsible for the cost of the drug screen.

Last Revised 06/2015

## **Health Insurance**

Saint Louis University requires full-time undergraduate and graduate/professional students to have basic health insurance. All students at Saint Louis University are billed for the University Health Plan (UHP) sponsored by Saint Louis University. Students who show proof of other health insurance coverage can waive the health insurance sponsored by Saint Louis University. The Student Health Insurance Waiver, is available on the Student Health Center website (<http://www.slu.edu/student-health-center/university-health-plan-and-billing-procedures>). Students must upload a copy of the front and back of the health insurance card to the Acadaware database. Please see the clinical education handbook for complete details.

Last Revised 06/2015

## **Malpractice Insurance**

Students are covered by Saint Louis University malpractice insurance for all forms of clinical practice. Students receive a Letter of Indemnity annually during the Professional Phase of the program outlining the coverage of the malpractice insurance. Students must return an electronic receipt of the Letter of Indemnity.

Last Revised 06/2015

## **HIPAA policy**

All students in the professional phase of the Program in Physical Therapy will complete Health Information Portability and Accountability Act (HIPAA) training prior to participating in DPT 484 Skills Practicum. This will be coordinated by the Clinical Education Team. Students are expected to follow HIPAA guidelines during all patient/client encounters.

Last Revised 06/2012

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

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

## **Procedures for Use of Visual or Audio Representations of an Individual**

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

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

## **Student Locker Use Policy**

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

Reviewed 09/2016

## **Student Confidentiality Agreement**

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

*I have been asked by the Program in Physical Therapy at Saint Louis University to abide by the Generic Abilities as they relate to maintaining the confidentiality of all information. I understand that the Program in Physical Therapy reminds its students of their confidentiality obligation on a periodic basis to help ensure compliance.*

*I agree to maintain confidentiality of all information, data and the like in electronic, paper, or verbal form that is considered by the Program in Physical Therapy to be private and confidential which includes, but is not limited to, information contained within individual file folders located in the file cabinet of the Program's reception area, test/quiz scores, laboratory practical results, health information, criminal background checks, and transcripts. I agree not to reveal, disclose or otherwise allow any other person(s) to gain access, directly or indirectly, to confidential information.*

*I understand that I will be subject to disciplinary action if I violate this Confidentiality Agreement. Disciplinary action may include dismissal from the Program to Physical Therapy. By my signature below, I commit to maintaining confidentiality.*

Reviewed 09/2016