

**DYOUVILLE**

# **Physical Therapy Department**

**STUDENT MANUAL**

DEPARTMENT ESTABLISHED 1986

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## **INTRODUCTION**

D'Youville (DYU) is an independent, private, urban, coeducational university established in 1908. The Program in Physical Therapy was initiated by D'Youville in the fall of 1986 as a 5-year combined B.S./M.S. program. In 2001, to meet Commission on Accreditation in Physical Therapy Education (CAPTE) accreditation standards, the curriculum was restructured as a 2-year post-bachelor's, entry-level program leading to either an MPT or an MSPT degree. As of Fall 2007, the department now offers a 3-year entry-level Doctor of Physical Therapy degree program.

D'Youville is accredited by the Middle States Association of Colleges and Schools. The PT program has been approved and registered by the New York State Department of Education and was awarded its first professional accreditation on April 23, 1991, by the Commission on Accreditation in Physical Therapy Education (CAPTE) [Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; e-mail: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org)]. The program remains in full compliance with CAPTE accreditation through December 2025.

The physical therapy program is a demanding program in course work, time commitment and financial obligations. Students enrolled in the professional program must complete three full-time summer sessions in addition to the six full-time semesters of course work in the three-year doctoral program. Clinical fieldwork, which is scheduled throughout the curriculum, may require an additional expense for travel and room and board. Physical therapy students also incur an additional expense for laboratory fees. Successful performance on a comprehensive exam is required for graduation from this program. A few students in the physical therapy program may seek employment as work-study students on campus. Due to the time commitment to the program, part-time off-campus work during the program is not recommended.

A target enrollment of 60 students is admitted to each class annually in the summer semester from an applicant pool of eligible candidates. First admission preference is reserved for undergraduate students currently enrolled at D'Youville who have been granted a conditional guarantee of DPT program acceptance provided they meet all admission requirements at the time of completion of their undergraduate degree. All remaining seats are available to qualified external candidates.

## **SCHOOL OF HEALTH PROFESSIONS**

The Physical Therapy Department is part of D'Youville's School of Health Professions. The School of Health Professions is one of the largest on the campus, housing eight departments that offer certificate, undergraduate, graduate and doctoral programs. With a dedicated and engaged faculty committed to academic excellence and an inclusive environment for teaching and learning, the school embraces curricular innovation with a focus on interprofessional education. The school promotes scholarship among its faculty and students and is committed to maintaining a footprint of service that honors the spirit of Marguerite D'Youville.

Applicants and students for the School of Health Professions should be aware that misdemeanor or felony convictions may impede a student's ability to complete external curricular requirements and professional licensure, certification and credentialing. By enrolling or continuing in the School of Health Professions, a student with such a conviction acknowledges, and agrees to accept responsibility for, the potential complications the conviction may cause.

### **SHP Mission**

The School of Health Professions, driven by academic excellence, prepares leaders who are focused on service, equity and the health and well-being of a diverse society.

### **SHP Policy Regarding Social Media Use and Web Etiquette**

Digital media is used to support student learning. It is understood that social media may be used routinely by students. It is imperative that students use professional judgment when using all forms of media. Students must refrain from harassment or defamation of other students, preceptors, clinical instructors, faculty, patients, potential future patients and/or clients. D'Youville and School of Health Professions policies that apply to student conduct equally apply to conduct engaged in online. Therefore, students must adhere to all D'Youville and School of Health Professions policies when using social media, including, but not limited to, the School of Health Professions and program-specific professionalism standards, the D'Youville sexual misconduct and harassment policy, and policies on academic integrity and student conduct.

Further, students must always maintain patient/client confidentiality, as set forth in D'Youville and School of Health Professions policy and applicable law. Students may not upload or otherwise share or distribute any images of themselves, patients, clients, faculty, students or staff in the supervised practice environment unless authorized by D'Youville faculty.

The following guidelines are provided for student use of social media. These guidelines supplement, and do not change or alter, otherwise applicable D'Youville or School of Health Professions policies.

- Social networking (e.g., 'friending') must reflect adherence to professional standards as outlined by the discipline/department.
- Accept responsibility and use good judgment. Students should refrain from incomplete, inaccurate, inappropriate, threatening, harassing, or profane communication via social media postings, e-mail or text messaging.

- Think before you post information on an internet-based social media site or send information via e-mail or text message. Your reputation may be permanently affected by the Internet and e-mail archives.
- Patient privacy laws (such as HIPAA) apply to all social networking sites; thus, it is of the utmost importance to protect patient confidentiality and not share **any** patient information or photographs.
- Take care to protect your own privacy and not let outsiders see personal information you do not want shared publicly.
- In order to respect work commitments, participating in social networking during class, program activities and clinical rotations is strictly prohibited.

Failure to abide by this policy will be considered a breach of professional behavior and will be subject to appropriate disciplinary action (up to and including dismissal) following review by the respective School of Health Professions department.

## **PT DEPARTMENT VISION, MISSION, VALUES, PHILOSOPHY AND GOALS**

### **Vision**

The D'Youville Department of Physical Therapy faculty, students and alumni are actively engaged in promoting healthy communities and behaviors through optimized movement and enhancing the role of their profession within multi-professional teams and integrated delivery networks.

### **Mission**

The D'Youville Department of Physical Therapy prepares students for professional success as doctors of physical therapy and leaders in their communities through evidence-based learning, excellent clinical practice and community service. (Rev. Fall 2019)

### **Values**

The D'Youville Physical Therapy Department embraces the profession's core values of the American Physical Therapy Association (APTA) Core Values:

- Accountability:** Accountability is active acceptance of the responsibility for the diverse roles, obligations and actions of the physical therapist, including self-regulation and other behaviors that positively influence patient/client outcomes, the profession and the health needs of society
- Altruism:** Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self interest
- Compassion/Caring:** Compassion is the desire to identify with or sense something of another's experience; a precursor of caring.
- Caring is the concern, empathy and consideration for the needs and values of others.
- Excellence:** Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, embraces advancement, challenges mediocrity and works toward development of new knowledge.
- Integrity:** Integrity is steadfast adherence to high ethical principles or professional standards: truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do.
- Professional Duty:** Professional duty is the commitment to meeting one's obligations to provide effective physical therapy services to patients/clients, to serve the profession and to positively influence the health of society.
- Social Responsibility:** Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.

## **Philosophy**

The physical therapist must have the ability to provide a broad range of complex patient/client services in management of movement dysfunctions extending across the entire human life span. Health care reform, research and an increased attention on health, wellness and disease prevention are factors that continuously influence the role of the physical therapist. In many settings, the therapist must assume responsibility for patient care where traditional levels of medical consultation or supervision are not immediately available. The foundation of the program is to provide students the ability to adapt to an expanding scope of professional responsibilities associated with working interprofessionally in a health care team environment providing culturally sensitive care.

These abilities will be met through an integrated program of academic and clinical experiences emphasizing collaborative learning using simulation and other active learning strategies. Student learning objectives serve as guides for formal organization of instruction by faculty and for the learning activity of students with respect to progress toward achievement of student success on culminating clinical experiences, professionalism and leadership, and success on the NPTE.

The process of education is designed for adult learners who are prepared to fully engage in their learning as well as willing to contribute to the learning of others by participating in class discussions and presentations, learning activities and group work.

The program faculty work as a team to maintain the clinical relevance and pedagogical effectiveness of individual course offerings, a spiral curriculum, and interprofessional education. Faculty will model APTA core values in their role as teachers, scholars, consultants, clinicians and administrators who are committed to serving community health needs.

## **Program Goals**

To meet these responsibilities, the program is committed to three interrelated areas of focus: professional education, research, and professional and community service. As an institution of higher learning, the program considers provision of a quality, professional education as its primary objective. The principle goal of the program curriculum is the preparation of highly competent, entry-level generalists of physical therapy practice who possess the requisite skills, knowledge, and professionalism for immediate participation in health care delivery, and who also value and are capable of advanced studies needed for continued personal and professional development.

Specific goals of the DPT Program include that graduates of the program will:

1. Demonstrate entry level performance as defined in the Clinical Performance Instrument after four separate clinical fieldwork experiences.
2. Demonstrate an awareness and commitment to community service through course requirements and SPTA activities.
3. Demonstrate an ability to function as a member of interprofessional teams who foster new delivery-of-care models through integrated curricular and extra-curricular activities throughout the program.
4. Demonstrate the ability to use evidence-based practice via scientific inquiry and critical analysis of research literature.
5. Complete a 4-hour, 200-question National Physical Therapist Exam (NPTE) with a passing grade for licensure as a physical therapist.

## **Standards of Honor and Professional Conduct**

(Adopted April 2016)

The Standards of Honor and Professional Conduct are guided by the mission of our department and APTA Core Values. Upon entering this department, the essential values are expected to be our common understanding. Matriculating students are expected to review these standards and sign off on a separate copy of these standards, pledging to abide by these standards and inform the department chair with observation of anyone else not complying with these standards.

Doctors of Physical Therapy are called to the highest standards of honor and professional conduct. Understanding that this responsibility begins not upon graduation but rather at the inception of one's medical education, the students of the D'Youville Physical Therapy Department uphold the following standards that serve as an embodiment of conduct and integrity. Behavior considered appropriate for a career in medicine includes, but is not limited to:

- ☐ Honesty
- ☐ Integrity/Trustworthiness
- ☐ Professional demeanor
- ☐ Respect for the rights of others
- ☐ Personal accountability
- ☐ Concern for the welfare of patients

As of this day forward, I WILL embrace these concepts and demonstrate these behaviors:

### **Honesty**

- Be truthful in communication with others.
- Refrain from cheating, plagiarism or misrepresentation in the fulfillment of academic requirements.
- Demonstrate good judgment.
- Acknowledge and accept the consequences of my actions.

### **Integrity/Trustworthiness**

- Maintain the confidentiality of patient information.
- Maintain confidentiality of student assessment/evaluation information.
- Admit errors, and do not intentionally mislead others or promote myself at the expense of a student peer, professional colleague or patient.

### **Professional Demeanor**

- Be thoughtful and professional when interacting with patients, their families, professional colleagues or student peers.
- Strive to maintain composure under pressures of fatigue, professional stress or personal problems.
- Avoid offensive language, gestures or inappropriate remarks with sexual overtones.
- Maintain a neat and clean appearance and dress in attire that is reasonable as a student and accepted as professional to the patient population served.



**Respect for the Rights of Others**

- Create an atmosphere that encourages learning, characterized by cooperative relationships with student peers and/or to the patient population served.
- Deal with professional, staff and peer members of the health team and in study groups in a considerate manner and with a spirit of cooperation.
- Demonstrate equitable behavior towards all persons encountered in a professional capacity, regardless of race, religion, gender, sexual preference, socioeconomic status or educational achievement.
- Respect the right of patients and their families to be informed and share in patient care decisions.
- Respect patients', standardized patients' or peers' modesty and privacy.
- Respect the diversity of learning styles within your student class.

**Personal Accountability**

- Participate in study groups and class assignments responsibly to the best of my ability.
- Participate responsibly in patient care to the best of one's ability and with appropriate supervision.
- Undertake clinical duties and persevere until they are complete.
- Notify the responsible person if something interferes with my ability to perform clinical tasks effectively.

**Concern for the Welfare of Patients**

- Treat patients, their families and our peers or professional colleagues with respect and dignity both in their presence and in discussions with others.
- Consider what is hurtful or helpful to patients and use that as a guide for participating in patients' medical care.
- Consider what is hurtful or helpful to student peers and use that as a guide for participating in study groups.
- Discern accurately when supervision or advice is needed and seek these out before acting.
- Recognize when my ability to function effectively is compromised and ask for relief or help.
- Avoid the use of alcohol or drugs in a way that could compromise patient care or our own performance.
- Avoid engaging in romantic, sexual or other non-professional relationships with a patient, even upon the apparent request of a patient.

## **PHYSICAL THERAPY DEPARTMENT TECHNICAL STANDARDS**

### **Introduction**

The Americans with Disabilities Act of 1990 (ADA) (Public Law 101-336) was established to empower qualified persons with disabilities to seek employment opportunities, transportation and access to programs and services without fear of discrimination. These laws provide a framework for qualified individuals with documented disabilities to request reasonable accommodation needed to participate in an educational program.

The Physical Therapy Department at D'Youville is prepared to make reasonable accommodations to allow students with disabilities an equal opportunity to participate and succeed in the academic program. An accommodation must be reasonable and may not be provided if it fundamentally alters the nature of the curriculum, including the didactic component, laboratory sessions, or supervised practice experiences, requires substantial program modification or lowering of academic standards, causes undue hardship for D'Youville or affiliating agencies, or jeopardizes the health or safety of the student or others.

If the student feels he or she meets the requirements of the ADA and will require ADA accommodation, the disability must be supported by medical documentation **prior to** receiving accommodation. To receive accommodation, the student must take the responsibility to make the department aware of the need for accommodation by notifying the Physical Therapy Department chair, **and** the student must contact the Disability Services office at D'Youville and complete the process required. The Disability Services office will then contact the Physical Therapy Department, and reasonable accommodations will be made based on the recommendations of the disability office. Some accommodations may be the fiscal responsibility of the student.

No otherwise qualified person shall be excluded from participation, admission, or matriculation, or denied benefits solely by reason of his or her disability. The Physical Therapy Department will not discriminate against qualified individuals but will expect applicants and students to meet certain minimum academic and technical standards.

## Technical Standards

The Physical Therapy program at D'Youville is a rigorous program that places specific requirements and demands on enrolled students. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The technical standards set forth by the Physical Therapy Department identify the attributes needed to establish the knowledge, skills and values necessary to meet the standards of the American Physical Therapy Association (APTA) and the Commission on Accreditation in Physical Therapy Education (CAPTE) in order to achieve the **educational outcomes required for initial practice in physical therapy and for lifelong learning necessary to function within an ever-changing health care environment** and fulfill the Physical Therapy Department mission. The mission of the Physical Therapy Department at D'Youville is as follows: Consistent with the mission of D'Youville, the Department of Physical Therapy prepares students for professional success as doctors of physical therapy and leaders in their communities. The Department uses evidence-based learning and community service to develop student skills and contributes to the PT profession through faculty and student scholarly activity.

Full participation in the academic and supervised practice environments requires that students, with or without reasonable accommodation, possess abilities, attributes and skills in five major areas: (1) Sensory Processing; (2) Communication; (3) Motor/Strength/Coordination; (4) Conceptual/Integrative/Quantitative; and (5) Behavioral/Social. All these skills must be performed in a reasonable time frame required for clinical practice. Details regarding these essential abilities are found in the following paragraphs; they are not intended to be all inclusive.

### **Sensory Processing**

Candidates and students must:

1. have sufficient vision to be able to observe demonstrations or physical changes, such as in skin and musculature, or changes in other areas of the body, in lecture, lab and clinical settings in the program
2. have sufficient functional visual ability and processing to read printed material in both hard copy and electronic formats
3. have sufficient functional auditory acuity and processing to comprehend multiple sounds, such as one or more persons engaged in conversational speech, and to hear timers and alarms

### **Communication**

Candidates and students must:

1. be able to communicate effectively and sensitively, orally, in writing, and non-verbally with peers, faculty, staff, community partners, the general public and patients/clients, including individuals of different ages and from different cultural and social backgrounds
2. be able to understand, read, speak, and write the English language at a level consistent with competent professional practice, using appropriate grammar, spelling and vocabulary

### **Motor/Strength/Coordination**

Candidates and students must:

1. have sufficient dexterity, coordination and fine motor function to perform PT-related skills
2. have sufficient physical strength and endurance to carry equipment and supplies, lift and transfer patients and other items (up to 50 pounds), walk, bend, and stoop while carrying items, and sit and stand for long periods of time
3. have the capability to physically maneuver in required settings in a safe manner
4. have the ability to access transportation to attend classes and supervised practice experiences in a timely manner

### **Conceptual/Integrative/Quantitative**

Candidates and students must:

1. be able to utilize all assessment parameters to assess the physical status of the clients and implement a plan of care to achieve optimal health (e.g., obtaining the client's history, performing physical assessments and analysis of laboratory data)
2. have sufficient conceptual, integrative and quantitative abilities, including but not limited to measurement, calculations, reasoning, analysis and synthesis; additionally, a student must be able to understand spatial relationships related to patient care
3. have the ability to critically think, solve problems, and deal effectively with a variety of concrete and abstract variables in situations where limited standardization exists within reasonable time frames
4. have the ability to analyze, conceptualize and summarize complex relationships as ascertained from patient records, research studies, and other written reports and be able to communicate that information effectively
5. have the ability to learn and work effectively in both independent and collaborative situations
6. have the ability to execute multiple tasks simultaneously

## **Behavioral/Social**

Candidates and students must:

1. possess the emotional health required for utilization of his/her intellectual abilities
2. be able to exercise good judgment in the prompt completion of all academic and supervised practice responsibilities
3. have affective skills and appropriate demeanor and rapport that relate to professional education and quality patient/client care and customer relations
4. be able to develop mature, sensitive, ethical, and effective relationships with instructors, colleagues and patients/clients/customers
5. have the capacity (maturity, emotional stability) to adapt to change, maintain composure and display flexibility in the face of uncertainties and stressful situations
6. portray attributes of professionalism that include but are not limited to honesty, integrity, caring, respect, trustworthiness, competence, and responsibility to and for their instructors, colleagues and patients/clients/customers

## **Conclusion**

The D'Youville Physical Therapy Department and its sponsoring institutions will provide reasonable accommodations as needed to open the program to competitive, qualified individuals with disabilities. In doing so, however, the program and sponsoring institutions must maintain the integrity of the curriculum and preserve those elements deemed essential to the education of a physical therapist (which include the technical standards set forth above). The program and sponsoring institutions cannot compromise the health and safety of patients/clients/customers or students. It is inevitable that adherence to minimum requirements will disqualify some applicants and students, including some who have a disability. However, adherence to those requirements is necessary, as an applicant or student who is unable to meet the minimum academic and technical standards is not qualified for participation in the program or the practice of the profession.

## **Disability Statement**

D'Youville attempts to assist employees and students on individual concerns they may have while they work or learn at D'Youville. Individuals with disabilities, who provide appropriate documentation, will be provided with reasonable accommodations to assure access, independence and full participation in the mainstream of the educational and work process. For more information, contact the coordinator of accessibility resources at 716-829-7728.

### **PROGRAM GRADUATION REQUIREMENTS**

1. Successful completion of all required degree-related course work within a maximum of 4 years from matriculation.
2. Acquired entry-level proficiency as a physical therapist as documented in the student Clinical Performance Instrument.
3. Personal conduct consistent with APTA Core Values and Professional Behaviors.
4. Successful performance on program-administered comprehensive examinations within 6 months of completion of all course work.

An overview of the Professional Behaviors is provided on the following page.

## **PROFESSIONAL BEHAVIOR ASSESSMENT**

In the physical therapy program at D'Youville, each student is expected to learn, in addition to academic knowledge and psychomotor skills, the professional behaviors required to be a competent and caring physical therapist. The process of becoming a physical therapist begins on the first day of class in the first year and evolves progressively over the three years that the student spends at D'Youville.

Professional Behaviors (previously called "Generic Abilities") are attributes, characteristics or behaviors that are not explicitly part of a profession's core of knowledge and technical skills but are nevertheless required for success in that profession. The APTA endorses the work of May and colleagues (1995), which led to the identification of a core set of generic abilities for physical therapy. The Program in Physical Therapy at D'Youville has adopted this set of professional behaviors.

	<b>Professional Behavior</b>	<b>Definition</b>
1.	Critical Thinking	The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2.	Communication	The ability to communicate effectively ( <i>i.e.</i> , verbal, non-verbal, reading, writing and listening) for varied audiences and purposes.
3.	Problem-Solving	The ability to recognize and define problems, analyze data, develop and implement solutions and evaluate outcomes.
4.	Interpersonal Skills	The ability to interact effectively with patients, families, colleagues, other health care professionals and the community in a culturally aware manner.
5.	Responsibility	The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.
6.	Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7.	Use of Constructive Feedback	The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

8.	Effective Use of Time and Resources	The ability to manage time and resources effectively to obtain the maximum possible benefit.
9.	Stress Management	The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies to interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10.	Commitment to Learning	The ability to self-direct learning to include the identification of needs and sources of learning, and to continually seek and apply new knowledge, behaviors, and skills.

*\*\* Developed by the Physical Therapy Program, University of Wisconsin-Madison (May et al., Journal of Physical Therapy Education, 9, 3-6, 1995) Updated 2010.*



## DOCTOR OF PHYSICAL THERAPY DEGREE CURRICULUM

<b><u>Courses Required by the Program</u></b>	<b><u>Credits</u></b>
BIO 639 Gross Anatomy	6
GRA 601 Research Methodology and Design	3
PT 500 Essential Skills I	3
PT 500L Essential Skills I/Lab	1
PT 502 Pathophysiology for Physical Therapists	3
PT 503 Clinical Orientation Seminar I	0
PT 504 Clinical Orientation Seminar II	0
PT 505 Introduction to PT and Health Care Systems	2
PT 506 Physiology of Therapeutic Exercise	2
PT 506L Physiology of Therapeutic Exercise Lab	1
PT 510 Essential Skills II	2
PT 510L Essential Skills II/Lab	1
PT 522 Functional Anatomy	2
PT 522L Functional Anatomy Lab	1
PT 513 Patient/Client Management in Orthopedic Physical Therapy	2
PT 513L Patient/Client Management in Orthopedic Physical Therapy Lab	2
PT 513S Patient/Client Management in Orthopedic Physical Therapy Seminar	1
PT 514 Integumentary Examination and Intervention for Physical Therapists	2
PT 515 Professional Development I	1
PT 518 Biomechanics and Functional Kinesiology for the Physical Therapist	2
PT 518L Biomechanics and Functional Kinesiology for the Physical Therapist Lab	1
PT 519 Life Span Development I	1
PT 519L Life Span Development I Lab	1
PT 520 Life Span Development II	1
PT 520L Life Span Development II Lab	1
PT 547 Pharmacology for Rehabilitation Specialists	1
PT 550 Clinical Neuroscience	3
PT 550L Clinical Neuroscience Lab	1
PT 525 Health and Wellness I	1
PT 526 Health and Wellness II	1
PT 526L Health and Wellness II lab	1
PT 552 Patient/Client Management in Cardiopulmonary Physical Therapy Lecture	2
PT 552L Cardiopulmonary Lab	1
PT 552S Cardiopulmonary Seminar	1
PT 574 Clinical Fieldwork I	3
PT 600 Clinical Decision in Therapeutic Exercise 2	
PT 600L Clinical Decision in Therapeutic Exercise Lab	1
PT 602 Neurodevelopmental Physical Therapy in Pediatrics	2
PT 602L Neurodevelopmental Physical Therapy in Pediatrics Lab	1
PT 604 Clinical Orientation Seminar III	0
PT 606 Neuromuscular Assessment and Intervention in the Adult Population	2
PT 606L Neuromuscular Assessment and Intervention in the Adult Population Lab	1
PT 613 Patient/Client Management in Orthopedic Physical Therapy II	2
PT 613L Patient/Client Management in Orthopedic Physical Therapy II Lab	2
PT 613S Patient/Client Management in Orthopedic Physical Therapy II Seminar	1

PT 615	Professional Development II	1
<b><u>Courses Required by the Program</u></b>		<b><u>Credits</u></b>
PT 618	Patient/Client Management in Rehabilitation Physical Therapy	3
PT 618L	Patient/Client Management in Rehabilitation Physical Therapy Lab	2
PT 627	Application of Research Methods in PT	3
PT 627L	Application of Research Methods in PT Lab	1
PT 628	Research Seminar	3
PT 674	Clinical Fieldwork II	4
PT 675	Clinical Fieldwork III	4
PT 703	Client Education, Advocacy and Consultation	3
PT 709	Business Management Strategies for PT	2
PT 725	Clinical Fieldwork IV	5
PT 748	Differential Diagnosis	3
PT 799	NPTE Examination Preparation	0
Graduate Elective, Practicum or Directed Study		3
<b>TOTAL Required for DPT</b>		<b>108</b>

## **PT PROGRAM GENERAL POLICIES**

The following general policies apply to the Physical Therapy Department:

### **Orientation & Pre-matriculation**

All students entering the PT Program will be expected to attend an orientation as part of beginning the formal curriculum. The purpose of the orientation period is to familiarize the students with the program policies, procedures and curricular process. In addition, it is a time to establish a learning community and to prepare the students for successful progress through the curriculum.

There is an expectation that students enrolled in the program accept full responsibility for their behavior and performance of safe practice during required learning activities in professional settings (e.g., clinical fieldwork, field trips, research, community service activities, etc.). This is confirmed via students completing the *Statement of Understanding for Commitment of Safe Practice* at the conclusion of orientation.

### **Electronic Communication**

Students must monitor and use their D'Youville email, Canvas distance learning web site and E-Value web site throughout the entire program. Course instructors routinely place learning materials on course web pages accessed through the D'Youville distance-learning server, Canvas.

### **Audio or Video Recording for Educational Purposes**

1. Unless students are specifically required under a D'Youville program of study or research to make recordings, prior consent by the member of the school's staff managing that activity will be required.
2. Only in exceptional circumstances will consent be given. An example of an exceptional circumstance could be where a student with a disability needs to make a personal recording. It is to be assumed that where consent is given the recording may only be used for private study. This will not allow for further copying or sharing with other students.
3. Students are only allowed to make video/or audio recordings of the course instructor who has given agreement through a signed agreement form, which can be obtained through the department office.

## **Use of Learning Resources and Labs**

The Physical Therapy Department recognizes the importance for students to practice the application of hands-on skills learned during the lab portion of the DPT curriculum. We have two lab spaces created as open study space for students to practice the application of hands-on skills learned during the lab portion of the DPT curriculum. BFAC LL53 and BFAC LL54 are open to students for this purpose.

In addition, the department offers the opportunity for students to request to use the PT dedicated lab spaces in BFAC LL48 (Clinical Skills Labs) and ALT LL48 (MAT Labs) for skills practice when available.

Below are the policies and procedures the department requires students to abide by in requesting and using lab spaces:

- All requests for open lab time in a lab space must be sent to the department office manager in writing (email requests are acceptable) or in person during regular office hours.
- Request must include the day and date as well as the approximate beginning and ending time for lab usage. The office manager has the right to limit and/or modify student usage depending upon the official lab schedule.
- One (1) student must be delegated as the person responsible for the lab space and equipment during each open lab time. This person will sign the Lab Space Usage Policies and Procedures form acknowledging this responsibility and will be responsible for picking up and returning the key to the office manager.

Below are the policies and procedures the department requires students to abide by in using open lab spaces:

- Verify that all equipment is returned to the proper place
- Ensure that the lab is tidy and arranged as it was before open lab time
- Wipe down and sanitize equipment after use
- When using the MAT labs, ensure that students only enter through one door and do not prop open the door to the other side of the labs
- Confirm that lights are off and doors are locked at the end of open lab time when applicable

Use of specialized equipment, including assistive devices such as wheelchairs, walkers, canes and crutches, will be decided on a case-by-case basis.

Student usage of PT dedicated lab space is a privilege granted by the Physical Therapy Department. Discovery that the lab spaces and any associated equipment are damaged, misused, stolen or otherwise deficient after student use will result in **immediate revoking of open lab time for ALL students.**

## **Policy and Procedure for Laboratory Class Attire**

All students participating in the following laboratory classes: PT 500, PT 506, PT 522, PT 518, PT 519, PT 520, PT 510, PT 513, PT 552, PT 600, PT 602, PT 606, PT 613, PT 618 are mandated to wear the Physical Therapy Program lab uniform (henceforth referred to as the “uniform”). Students must be dressed in the uniform prior to the start of each lab session. The uniform is to be worn to all scheduled lab sessions, unless specified by the lab instructor. In the event that a student fails to wear the uniform, the lab instructor may take actions as stated in the procedures section of this policy.

### **Procedures:**

- Students will be able to purchase the uniform in the D’Youville bookstore during normal business hours, after ordering the appropriate size.
- The uniform will consist of a short sleeve shirt and a pair of shorts.
- It is the student’s responsibility to purchase the lab uniform by the beginning of any PT prefix or PT related courses, as listed above.
- Students may choose to wear a sweat shirt or sweat pants over the uniform, if agreed upon by the lab instructor. However, the uniform must be on at all lab sessions.
- Failure to comply with this stated policy may result in any or all of the following, at the purview of the lab instructor:
  - First incidence resulting in warning for lack of compliance
  - Second incidence resulting in inability to participate in that lab session and any further ramifications due to lack of participation as per individual course lab syllabus

## **Attendance**

It is expected that students will attend all lecture and laboratory sessions. At the discretion of individual faculty, unexcused absences may result in course grade reduction. Clinical laboratory sessions are considered simulations of the clinical experience and therefore require that the student demonstrate professional behavior at all times.

## **Exam Absence Policy**

This policy applies to all courses within the program and to any means by which a student is being evaluated (*i.e.*, exams, quizzes, practical exams, etc.). The policy is effective immediately to uphold the academic integrity of the Physical Therapy Department.

- Students are expected to attend all scheduled student assessments/experiential learning activities.
- A student who misses a scheduled student assessment/experiential learning activity must notify the course instructor PRIOR to the start of the assessment/experiential learning activity and provide written medical documentation to the course instructor to have permission to reschedule the assessment/experiential learning activity. In the event that a

student has attempted to notify the instructor, and the student has been unable to do so, the student must contact the PT Department Office (716-829-7702) and leave a message. Failure to notify a course instructor may lead to academic penalty.

- Absences related to COVID. Students who are awaiting test results and who quarantine must provide documentation of a scheduled COVID test. Students who test positive for COVID need to submit that evidence to the college as per college policy. Once completed, a student may request accommodation to complete the assessment/experiential learning activity via remote online technology for written assessments or alternate scheduling for practical exams/experiential learning activity.
- For reasons other than a positive COVID test, students seeking permission to change the timing of a scheduled assessment/experiential learning activity must request the specific accommodation to the designated Attendance Liaison for the academic semester prior to scheduled assessment/experiential learning activity.

### **DPT Testing Policy (updated May 2021)**

All DPT classes will adhere to the following testing policy for written exams, computer exams, and lab practicals. Individual faculty may institute measures beyond these for their particular course assessment.

- Phones, smart watches, WIFI-connected Fitbits, or any device that can send/receive text messages or access the internet must be turned off and placed inside a backpack/bag.
- All backpacks, bags, and other personal items must be placed at the front or side of room out of the walkway.
- Students will enter the testing room one at a time and will show the devices being placed into the backpack and place the backpack in the front of the room prior to moving to an assigned seat.
- No personal items will be allowed at the student's desk except for pencils, pens, loose facial tissues (not in a package), and a calculator if allowed by the instructor. A bottle of water will be allowed only if it is clear plastic with no labels. There will be no phones, pencil/pen cases, jackets/coats, hats, coffee cups, food items, etc. allowed at the student's desk.
- Eyes will remain on own paper at all times.
- Not all instructors will allow students to ask questions during the exam. If the instructor will allow questions during the exam; the student will raise their hand and an instructor will come to them (no student may leave his/her seat until the quiz/test/exam has been submitted).

- For paper exam, when finished, the student will turn their paper and Scantron form face down on the desk. For mid-term and final exams, students will then quietly gather their belongings and quietly exit the room.
- For in-class quizzes, students will remain in their seats with their quiz face down until they are collected, unless the instructor requests that they leave the room upon completion.
- Additional Policy for lab practicals: Scrap paper for lab practicals may be allowed by the individual instructor. The student must verify with the instructor, prior to the exam period, if scrap paper will be allowed. If allowed, the scrap must be clean, with no markings on it, and left with the instructor at the end of the practical.
- Additional Policy for lab practicals: There will be NO sharing/discussion of lab practical content. The student may arrive only 10 minutes prior to the scheduled assessment.

Additional Policies specific to online testing:

- Only tab allowed open on the computer is the quiz/test/exam on Canvas.
- Eyes will remain on own screen at all times
- No minimizing the computer screen or leaving the testing screen for any reason until quiz/test/exam has been submitted.
- Once the quiz/test/exam has been submitted, please log off the computer and leave quietly.

This DPT Testing Policy is in addition to D'Youville's Academic Integrity Policy. Students are reminded to see that full policy regarding academic integrity in the D'Youville Graduate Student Handbook.

## **ACADEMIC ADVISEMENT**

Each student matriculating in the Physical Therapy Department is advised by the Program Director for the first semester and then assigned a full-time faculty advisor for the remainder of the program. PT faculty advisors help to assess progress and provide direction to the program of study. Faculty advisors are also dedicated to fostering the personal and professional growth of the student and encourage regular consultation regarding academic, personal or professional concerns.

### **PT Program Advisement Process**

The advisor and respective student meet at least once per semester to discuss current academic status and to validate registration for the upcoming semester. During this time the advisor and student review the following:

- Previous semester grade reports and semester GPA
- Overall GPA
- Current performance in course work
- Progress through curricular plan

The student or advisor may request more frequent meetings, depending on individual circumstances. In the situation where a student is placed on probation that student should immediately make arrangements to meet with the academic advisor.

Students may seek additional advisement from the following D'Youville support services:

- Student Success Center - Bauer Family Academic Center (BFAC) Room 127, [studentsuccess@dyc.edu](mailto:studentsuccess@dyc.edu)
- Student Counseling: SaintsCare Telehealth: <https://timely.md/faq/saintscare/>; Mental Health Counselor: The Wellness Lodge, KAB Third Floor, 716-829-7815.

### **Responsibilities of the Student Related to Academic Advisement**

It is the student's responsibility to:

1. Schedule appointments with his or her advisor and to meet with advisor during the advisor's posted office hours or designated academic advisement hours at least once during each semester.
2. Review the academic policies and understand their ramifications. If the student is unclear regarding an academic policy it is his or her responsibility to clarify the issue with the advisor. If the student is still unclear after discussion with the advisor he or she should request a meeting with the program director for clarification.
3. Ensure the accuracy and completeness of academic records in Self Service; e.g., official transcripts for transferred courses.
4. Meet the advisor if placed on probation to discuss the requirements of probation.
5. Review all documentation regarding advisement and sign the advisement form at the conclusion of each meeting.

Failure of the student to meet with the advisor or follow advisement as acknowledged relinquishes all responsibilities of the advisor regarding the consequences of student action.



### **Responsibilities of the Academic Advisor**

It is the advisor's responsibility to:

1. Provide office hours or designated appointment times for scheduling of advisement meetings.
2. Clarify the academic and professional conduct policies of the program.
3. Review the record of course enrollment.
4. Document all meetings with the advisee.
5. Maintain a current file on the advisement process.
6. Advise or direct the students to appropriate resources on issues involving personal or college life issues outside the purview of the academic advisor.

### **Program Policies on Student Assessment**

The following generic academic policies apply to all program courses. Individual course syllabi will specify policies that are course specific.

- a) Determination of the assessment components required for satisfactory completion of the course is determined by the course instructor.
- b) A student may retake no more than two (2) major practical clinical skills exams during the entire program without special permission as granted by the Program Student Progress Committee. In the event that a student is granted permission, that student will subsequently be placed on academic probation.
- c) Each instructor will assess the student's performance relative to the Professional Behaviors Assessment (PBA). At any time during a course the instructor may complete a written professional behavior assessment for a student who demonstrates unsatisfactory performance. The performance and completed form will be reviewed with the student and placed in the student's academic file and forwarded to the Director of Clinical Education (DCE).
- d) The program has zero tolerance for any breach of academic integrity.

## **PT PROGRAM STUDENT PROGRESS COMMITTEE**

### **Philosophy**

The faculty in the D'Youville Physical Therapy Department are fully committed to supporting the educational success of all matriculated students in the physical therapy program. It is the responsibility of the faculty to carefully monitor the progress of all students and adhere diligently to the academic and professional regulations established for entry into the profession of physical therapy. Our responsibility for assuring entry-level competence for all program graduates is to our students, the profession of physical therapy, and to the public served by our graduates.

### **Functions of the Committee**

1. Review academic and professional performance for all students at the end of each semester.
2. Review any breaches of academic integrity brought forward by the Department Chair
3. Notify students when their performance does not meet program academic or professional conduct regulations.
4. Consider all grievances filed regarding academic dismissal decisions
5. Review all student requests for a revised curricular plan

### **Composition of the Committee**

The Program Student Progress Committee is a standing sub-committee of the Physical Therapy Department. The committee shall be comprised of three members including the DCE (Director of Clinical Education) or representative of the Clinical Education faculty and two other faculty members. An additional faculty member will serve as an alternate member.

### **Academic and Professional Regulations**

Additional academic regulations of the physical therapy department, which are applicable to both full-time and part-time students, include the following:

- a) A minimum grade of C is required for all courses. Students who do not earn a C in a required course will not be permitted to enroll in any courses with a PT prefix until the course grade is remediated. A course must be repeated with permission of the program faculty the next time it is offered. A course may only be repeated once. In addition, you must also audit all other courses presented during that semester
- b) Students may earn only two (2) grades of C, C+ or B- for graduate level courses. Students who achieve a second grade below a B will be placed on academic probation for the remainder of the DPT curriculum.
- c) Students who earn a third grade below a B will be dismissed from the program.
- d) A minimum cumulative GPA of 3.0 must be maintained throughout the program. Any student who fails to earn a GPA of 3.0 will immediately be placed on probation.
- e) Students are required to obtain permission of department faculty to register for clinical fieldwork. Permission may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards.
- f) All clinical fieldwork must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for clinical fieldwork must receive formal approval of program faculty to repeat the fieldwork experience.

- g) A student will only be permitted to repeat one clinical education experience if fully justified. A student will not be allowed to repeat more than one clinical education experience. If a student fails a second clinical experience, either failure of a repeated clinical experience or failure of a different clinical experience, the student will be dismissed from the program. A dismissed student will be required to apply to a different graduate program to continue enrollment at D'Youville.
- h) All clinical fieldwork must be completed within 12 months of completion of professional academic coursework or repetition of academic courses may be required.
- i) Students must successfully pass a comprehensive examination within the deadline established by the program to be cleared for graduation from the PT program. The exam may be repeated one time. A second unsuccessful attempt on the comprehensive examination will result in the student petitioning the PT Student Progress Committee for permission to make a third attempt.
- j) A student that fails to meet any one of the above academic or professional regulations may experience a delay in graduation (due to the need for correction/remediation of the program standards prior to progression in the DPT curriculum).

### **Department Professional Conduct Probation**

Students enrolled in the D'Youville Physical Therapy Department are expected to demonstrate high standards of personal behavior and professional conduct in the academic and clinical environments. Throughout the curriculum, students are assessed on their student conduct related to a set of professional behaviors adopted by the profession. Any student with documented areas of conduct deficiency will be reviewed by the program student progress committee.

### **Procedures for Review of Student Professional Conduct**

1. The full academic record of any student who receives a second "U" on any Professional Behavior Assessment will be reviewed by the Student Progress Committee. The student will be notified of this meeting and be invited to meet with the committee to address documented deficiencies.
2. The student, with the guidance of their academic advisor, is required to submit a plan of remediation for satisfactory achievement in the area of professional development to the Student Progress Committee for consideration and subsequent action.
3. Committee action for professional misconduct may include but is not limited to: issuance of a warning, placing the student on program probation, delay or cancellation of clinical fieldwork, or in cases of serious misconduct, dismissal from the Program. Committee decisions are made by majority vote.

### **Policy on Academic Integrity**

Students are expected to conduct themselves with honesty and integrity while completing course requirements and complying with D'Youville academic regulations. The PT department has a zero-tolerance policy regarding academic integrity. Breaches of academic integrity include but are not limited to:

- a. PLAGIARISM: The presentation of another's writing or another's ideas as one's own without citation
- b. CHEATING: The use or provision of any unauthorized assistance when completing an exam or individual assignment

- c. **FALSIFICATION:** The fabrication of signatures, notes, reports, data or other academic information; the submission of reports, papers or exams prepared by another person other than the student, including purchasing or selling term papers or other academic materials
- d. **PROCUREMENT:** The distribution or acceptance of prior or current lab assignments, exams or other academic matter without the permission of the instructor; and
- e. **CO-SUBMISSION:** The submission, without permission of the instructor, of academically required materials previously or contemporaneously submitted in whole or in substantial part in another course.

Any apparent breach of academic integrity that is brought to the attention of a faculty member will be investigated by the department chairperson. Should any evidence be discovered, this evidence will be provided to the Student Progress Committee, who will determine a student's ultimate standing in the graduate program.

### **Procedures for Review of Student Academic Integrity**

1. The chairperson of the department will investigate and acquire information that would substantiate or refute a breach of academic integrity.
2. If substantiated with evidence, the evidence will be forwarded to the PT Student Progress Committee.
3. The PT Student Progress Committee will meet with the student and after the interview will make a final determination of standing in the program. This is the program level decision for academic integrity.

### **Notification of Dismissal from DPT program**

Students may be placed on program probation or dismissed for reasons of academic deficiency or deficiencies related to standards of professional conduct or academic integrity. Dismissals due to academic deficiencies are determined by course grades and cumulative GPA or failure to meet program graduation requirements. In cases where the student fails to meet the published standards of student conduct, including academic integrity, the term of professional probation or decision of dismissal are determined by the Program Student Progress Committee.

### **Student Appeals and Grievances**

To appeal a decision rendered by the School of Health Professions faculty/administration that has academic consequences, you must follow the appeal procedures that are available at <http://www.dyc.edu/academics/schools-and-departments/health-professions/>.

## **CLINICAL EDUCATION**

(See *Clinical Education Manual* for detailed information)

### **Clinical Education Philosophy**

The goal of clinical education at D'Youville is provision of a comprehensive sequence of clinical experiences in a variety of contemporary health care environments under the supervision and guidance of qualified clinical instructors. The structure of experiences included in the sequence contribute to the achievement of specified learning objectives by students and to the subsequent development of levels of expertise appropriate for entry into the practice of physical therapy in the United States.

### **Clinical Education General Policies**

Four inclusive clinical fieldwork experiences occur in Year 2 and Year 3 for an equivalent total of 34 weeks of clinical experience. Clinical learning objectives are sequentially arranged in the program curriculum to enable students to gradually incorporate knowledge and skills acquired in the academic setting into programs of physical therapy patient management in selected health care settings. The student is responsible for, and must be actively involved in, the planning of individual clinical learning objectives. Ongoing guidance and support from academic and clinical faculty are essential for maximal student participation in identification and selection of the most suitable clinical sites for individual experiences.

All clinical fieldwork must be completed with a satisfactory (S) grade. Students receiving an unsatisfactory (U) grade for clinical fieldwork must receive formal approval of program faculty to repeat the clinical fieldwork experience. All clinical fieldwork must be completed within 12 months of completion of professional academic course work or repetition of academic courses may be required. A student will **not** be permitted to repeat more than one clinical fieldwork experience.

### **Permission to Enroll in Clinical Courses**

Students must meet all academic requirements and be granted permission from the Program Student Progress Committee prior to enrollment in any clinical fieldwork courses. Permission to register for clinical fieldwork may be denied on the basis of demonstrated weakness or inability to meet the program's academic or professional standards as documented in progress reports submitted by Program and D'Youville faculty to the Program Student Progress Committee via Professional Behavior Assessment Forms.

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

Requests by health care agencies for many different levels of criminal background checks, fingerprinting and child abuse clearances for students are becoming more common. Additionally, many facilities are requiring drug screening prior to students initiating clinical fieldwork experiences. Students may be required at their own expense to complete specific background checks and/or drug screening before beginning clinical fieldwork.

Inability to obtain satisfactory clearance may jeopardize a student's ability to attend clinical fieldwork at specific agencies, meet clinical outcomes, and/or register for licensure exams. Any previous history of felony conviction may inhibit a person from obtaining physical therapy licensure.

### **Availability of Clinical Sites**

D'Youville has affiliation contracts with more than 300 clinical sites located primarily in the United States and a possible opportunity to perform clinical fieldwork in Canada. Students will select from a variety of clinical settings based on the availability of the clinical community. D'Youville prepares students for entry-level physical therapy practice in the United States with the expectation that all students have fieldwork experience in the United States. Students may request up to **one** placement in Canada. Select international affiliations are available by special request with program approval to students in good academic standing.

Annually, a form is sent to each contracted site requesting information on site availability for the corresponding year. The form is then returned to the Director of Clinical Education (DCE) who then generates and posts a list of available sites. Students research information about available sites from the clinical database. Students express their preferences and interests by completing a Clinical Rotation Preference Form for each of the four rotations. Each student has the opportunity to meet individually with a member of the clinical education team to discuss planning and preferences for their clinical rotations. From the provided list of available sites, students document their top ten clinical site choices on the preference form. Students are then assigned to their clinical fieldwork sites by the Director of Clinical Education and Assistant Director of Clinical Education based on matching clinical site availability, clinical education expectations, academic requirements, student needs identified by faculty, and student preferences. Students are required to complete at least one rotation in an inpatient setting and at least one rotation in an outpatient setting. Student must complete clinical experiences in a variety of clinical settings. Additionally, students must complete at least one rotation out of town, which is defined as greater than 50 miles from the D'Youville campus. While all reasonable efforts are made to accommodate student preferences, the faculty of the D'Youville PT program reserve the right to make final decisions regarding clinical placements.

## **APTA, STUDENT PHYSICAL THERAPY ASSOCIATION (SPTA), DIVERSITY IN PHYSICAL THERAPY (DIPT) CLUB**

### **APTA**

The American Physical Therapy Association (APTA) is the professional organization of American physical therapists. Membership includes a subscription to *Physical Therapy*, an internationally recognized, peer-reviewed professional publication. All students, regardless of intended future practice setting, are required to join this organization as part of the didactic education and are strongly encouraged to maintain membership throughout their professional careers. Membership for students and new graduates is offered at a substantial reduction in cost.

### **SPTA Club**

The SPTA is the official student organization of the APTA. The D'Youville affiliation is the DYC SPTA Club. As a sanctioned D'Youville club, it has a student-elected executive and a faculty advisor and is expected to perform service activities. All program majors are strongly encouraged to become members of this club. Funds raised through club activities help support student representation at district, state and national professional and leadership conferences.

### **DIPT**

Diversity in Physical Therapy (DIPT) is a student-run organization that provides a forum for students of color and other under-represented groups to express concerns or issues related to equity and inclusion within Physical Therapy. DIPT serves the community and represents D'Youville University by doing various outreach to neighborhood schools and educating students of color about careers in healthcare and more specifically Physical Therapy.

## **SCHOLARSHIP OPPORTUNITIES**

### **Donor Funded Scholarships**

Donor Funded Scholarships are available to all graduate DPT students through the Financial Aid office. Applications become available in October each year, and students will apply on Scholarship Universe.

Scholarship Universe: A scholarship database for D'Youville students. Access thousands of external/vetted scholarship opportunities based on matching questions. Sign up at [dyc.scholarshipuniverse.com](http://dyc.scholarshipuniverse.com).

## **Accreditation Policy & Procedures**

The Doctor of Physical Therapy program (DPT) at D'Youville is accredited by:

[Commission on Accreditation of Physical Therapy Education \(CAPTE\)](#) of the American Physical Therapy Association, [Commission on Accreditation in Physical Therapy Education,]  
3030 Potomac Ave., Suite 100,  
Alexandria, Virginia 22305-3085  
telephone: 703-706-3245;  
email: [accreditation@apta.org](mailto:accreditation@apta.org);  
website: [www.capteonline.org](http://www.capteonline.org)

### **Policy:**

D'Youville and the PT Department comply with all CAPTE (Commission on Accreditation of Physical Therapy Education) policies and procedures including but not limited to:

- Timely submission of fees and documentation;
- Timely notification of substantive change in the program(s);
- Handling of complaints; and
- Coming into compliance within 2 years

### **Procedures:**

- The PT Department Chair will forward all accreditation invoices and formal responses for ongoing accreditation reports (e.g., AAR, self-study for re-accreditation, progress reports) to the Dean of the School of Health Professions for institutional approval and processing.
- External complaints regarding any and all matters pertaining to the PT program(s) will be forwarded to the Department Chairperson, who will make initial contact within 48 hours. A written record will be kept with the program response and follow up regarding satisfactory resolution of the complaint.
- Written plans for PT Department activities to come into compliance with evaluative criteria will be developed with collaboration and consultation of program core faculty and D'Youville administration (Dean, VPAA and President) to come into compliance within 2 years.



## **D'YOUVILLE ADMINISTRATION**

President	Dr. Lorrie Clemo
Vice President of Academic Affairs	Dr. Fehmi Damkaci
Dean, School of Health Professions	Dr. Megan Whelan
Chief Student Affairs Officer	Mr. Benjamin Grant

## **PHYSICAL THERAPY FACULTY**

<b>Lacey Bromley PT, DPT, PhD, NCS, MSCS</b>	KAB 323 bromleyl@dyc.edu
Title	Program Director, Associate Professor
Level	Full-time Faculty
Courses	PT550 Clinical Neuroscience PT606 Neuromuscular PT PT 618 Rehabilitation PT 628 Research Seminar
Other Duties	Certified Graduate Faculty Member, Academic Advisor
Expertise	Rehabilitation in Multiple Sclerosis; Vestibular Rehabilitation; Nutrition in Rehabilitation
<b>Elizabeth Horsmon, PT, MPT, PCS</b>	KAB 343 <a href="mailto:horsmone@dyc.edu">horsmone@dyc.edu</a>
Title	Clinical Assistant Professor, Assistant Director of Clinical Education
Level	Full-time Faculty
Courses	PT 519 Lifespan Development I PT 602 Neurodevelopment PT in Pediatrics
Other Duties	Academic Advisor
Expertise	Pediatrics, Clinical Education

<b>Eric Miller PT, D.Sc.</b>	KAB 319	millere@dyc.edu
Title	Associate Professor	
Level	Full-time Faculty	
Courses	PT 513 Pt./Client Management in Orthopedic PT I PT 613 Pt./Client Management in Orthopedic PT II PT 628 Research Seminar PT 748 Differential Diagnosis PT 799 NPTE Exam Prep	
Other duties	Certified Graduate Faculty Member, Academic Advisor, Director of Orthopedic Certificate Program	
Expertise	Orthopedics	
<b>Karen Panzarella PT, PhD; Certified Healthcare Simulation Educator</b>	KAB 332	panzarek@dyc.edu
Title	Professor	
Level	Full-time Faculty	
Courses	PT515 Professional Development I PT 703 Client Education, Advocacy and Consultation PT 628 Research Seminar	
Other duties	Certified Graduate Faculty Member, Academic Advisor	
Expertise	Cultural Competency in Health Professions, Interprofessional Education	



<b>Jeffery Podraza, PT, PhD, OCS</b>	KAB 320	podrazaj@dyc.edu
Title	Clinical Associate Professor	
Level	Full-time Faculty	
Courses	PT 506 Physiology of Therapeutic Exercise PT 518 Biomechanics & Kinesiology for PT PT 628 Research Seminar PT 600 Lab Instructor	
Other Duties	Certified Graduate Faculty Member, Academic Advisor, PT Admissions	
Expertise	Orthopedics; Biomechanics	
<b>Lynn Rivers PT, PhD</b>	KAB 328	riversl@dyc.edu
Title	Professor	
Level	Full-time Faculty	
Courses	PT-526 Seminar Instructor PT615 Professional Development II PT 628 Research Seminar PT799 NPTE Exam Prep	
Other Duties	Certified Graduate Faculty Member, Academic Advisor	
Expertise	Health Care Policy, Community Health Promotion, Interprofessional Education	
<b>Ronald White PT, DPT, OCS</b>	KAB 322	whiter@dyc.edu
Title	Clinical Associate Professor	
Level	Full-time Faculty	
Courses	PT 522 Functional Anatomy PT 628 Research Seminar PT 709 Business Management Strategies for PT PT-547 Pharmacology for Rehab, Course Coordinator	
Other Duties	Academic Advisor	
Expertise	Orthopedics; Business Strategies; Professional Practice	

<b>Brian Wrotniak PT, Ph.D.</b>	KAB 321 wrotniak@dyc.edu
Title	Professor
Level	Full-time Faculty
Courses	PT 525 Community Health and Wellness in PT I PT 526 Community Health and Wellness in PT II GRA601 Research Methods PT 627 Applications of Research Methods PT 628 Research Seminar
Other Duties	Certified Graduate Faculty Member; Academic Advisor, Program Director of Research
Expertise	Community Health Promotion, Prevention of Childhood Obesity

**Department Support Staff:**

**Justin Popp, MA**      Administrative Assistant, School of Health Professions      poppj@dyc.edu

**Nidhi Garapati, MS**      Rehabilitation Coordinator, School of Health Professions  
[garapatn@dyc.edu](mailto:garapatn@dyc.edu)

**D'Youville**  
Physical Therapy Department

**STATEMENT OF UNDERSTANDING FOR**  
**COMMITMENT TO SAFE PRACTICE**

As a student enrolled in the Physical Therapy Program, I accept full responsibility for my behavior and performance of safe practice during course-related assignments in professional settings (e.g., clinical fieldwork, field trips, research, community service activities, etc.)

I understand the following statements:

1. I understand that due to the nature of clinical training, I will be exposed to certain risks, including but not limited to: infectious diseases (e.g., bacterial, viral, and mycotic pathogens), radiation exposure, and physical injury. I accept full responsibility for my behavior and performance of safe practice during course-related assignments in professional settings during the clinical phase of the program.
2. During these assignments in professional settings, I am to conduct myself in a professional manner at all times, including proper dress and hygiene, etc., as outlined by the PT program.
3. I am responsible for my safety and security in the professional work setting and will report any concerns to the faculty member responsible for my placement at the site.
4. The use or misuse of alcohol, illegal drugs, prescription drugs or over-the-counter drugs may result in unsafe practice, which may lead to the suspension and/or termination of my presence in the professional settings, as well as other disciplinary consequences in keeping with PT Department policies and procedures.

I understand and agree to follow the policies regarding professional behavior and academic performance that exist for the PT program. I understand the consequences for not following the policies in effect for my program and assume an obligation to abide by the regulations, policies and procedures of D'Youville and the professional workplace.

I understand that the Chair of my department will take appropriate disciplinary action if my behavior or academic performance at an official off-campus activity adversely affects the professional setting and/or the wellbeing of the clients and the reputation of the program.

***I have read and understand the policies and practices listed in the PT Student Manual, 2022-2023.***

\_\_\_\_\_  
Student name (printed)

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

**The student above has received the D'Youville Physical Therapy Student Handbook for the college year 2022-2023.**

\_\_\_\_\_  
Physical Therapy Program Director

\_\_\_\_\_  
Date

This document also includes the following documents, provided separately, which must be signed and returned to the PT Office:

- General Information Form
- DPT Standards of Honor and Professional Conduct
- DPT Testing Policy
- Safe Practice Policy
- Student Manual Sign Off