

Student Handbook

Revised Summer 2018

Department of Rehabilitation Sciences

School of Health Professions

Texas Tech University Health Sciences Center

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Note: The student handbook for the Department's PhD in Rehabilitation Science program is provided as a separate document.

Dear Incoming Department of Rehabilitation Sciences Students:

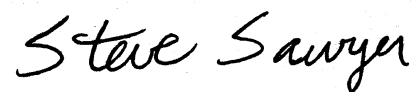
Welcome to Texas Tech University Health Sciences Center's (TTUHSC) health care professional programs within the Department of Rehabilitation Sciences in the School of Health Professions. We are excited that you have joined our university as a student.

The purpose of this *Student Handbook* is to assist in your orientation to the TTUHSC system, the School of Health Professions, the Department of Rehabilitation Sciences, and your educational program. You are responsible for reading this *Handbook* and becoming familiar with its content. This *Handbook* explains the academic policies of your program, your student rights, and our expectations of you.

You have chosen to be educated in a health care profession with opportunities in many specialized areas. To meet the changing and diverse demands of these challenging professions, your education will include intensified course work and clinical education. The faculty and staff in the Department of Rehabilitation Sciences are committed to supporting your efforts and facilitating the achievement of your academic goals. Likewise, it is important for you to take responsibility for self-motivated adult learning. You will be recognized as a graduate student in a professional program. As a component of this recognition, you will be held responsible for developing professional attitudes and judgments.

Best wishes for a successful career in your chosen health care profession.

Sincerely,

A handwritten signature in black ink that reads "Steve Sawyer". The signature is written in a cursive, slightly slanted style.

Steven Sawyer, PT, Ph.D.
Chair, Department of Rehabilitation Sciences

Mission of the School of Health Professions

The mission of the TTUHSC School of Health Professions is to provide a high quality, inclusive and diverse, student-centered learning environment for graduate and undergraduate education in the health professions; advance knowledge through scholarship and research; and provide clinical services that improve health and quality of life in Texas and the nation.

As part of a state-supported university system, we serve the people of Texas, with particular emphasis on developing regional solutions to meet the educational and clinical needs of rural communities of West Texas.

Vision of the School of Health Professions

To earn regional and national recognition for excellence in graduate and undergraduate Health Professions education, research and clinical service. We will progress toward achieving this vision by:

- Achieving high levels of excellence in teaching, research and clinical service, while fostering the professional and personal competence, growth and success of our students, our faculty and our staff.
- Providing an environment that values, supports and rewards research and other scholarly activities.
- Contributing to the improvement of health status and the reduction of health disparities in the communities we serve.
- Expanding the cultural and ethnic diversity of our student-body, faculty and staff.
- Remaining responsive to the evolving needs of our students, patients and communities we serve.

Diversity Statement of Texas Tech University Health Sciences Center

The core foundational value of including the diverse cultures, lifestyles, personal beliefs and ideas of all those we serve – and serve alongside – provides a positive impact on the health of our regional, national, and global societies. As we pursue excellence in healthcare education, research, and patient care, we will be ever mindful of the strength that is gained through unity in diversity.

Accreditation Statement

The Texas Tech University Health Sciences Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center.

TTUHSC, School and Departmental Handbooks

Handbooks that describe academic and non-academic policies and procedures for Texas Tech University Health Sciences Center (TTUHSC), the School of Health Professions (SHP) and the Department of Rehabilitation Sciences are available online at the following website addresses:

The *TTUHSC Student Handbook* is available at:

<http://www.ttuhscc.edu/student-services/handbook.aspx>

The *School of Health Professions Student Policies* are available at:

<https://hscweb.ttuhscc.edu/health-professions/current/policies.aspx>

The *Department of Rehabilitation Sciences Student Handbook* is available at:

<https://hscweb.ttuhscc.edu/health-professions/current/handbooks.aspx>

TTUHSC Policies and Procedures

Texas Tech University Health Sciences Center Operating Policies (TTUHSC OP)

Students are responsible for understanding the TTUHSC policies and procedures listed below. Information for each can be found at the following web address using the TTUHSC OP code following each heading:

<https://www.ttuhscc.edu/administration/operating-policies/>

Americans Disabilities Act (ADA)	HSC OP 10.15
Cancellation of Students for Non-Payment of Tuition and Fees	HSC OP 77.09
Bomb Threat Procedures	HSC OP 76.17
"Code-Blue" Response to Cardio-Pulmonary Arrest or Other Emergency	
Medical Conditions	HSC OP 75.08
Severe Weather Warning and Alert Systems	HSC OP 76.15
Emergency Management Plans	HSC OP 76.01
Drug-Free Workplace Policy	HSC OP 70.39
Equal Employment Opportunity Policy and Affirmative Action Plan	HSC OP 51.01
Guidelines for the Educational Use of Copyrighted Works	HSC OP 57.02
Hazardous Material Incidents	HSC OP 75.03
Health Surveillance Program for TTUHSC Institutional Health and Infection Control Program	
	HSC OP 75.11
Identification Badges	HSC OP 76.02
Research Involving Human Subjects	HSC OP 73.06
Sexual Harassment, Sexual Assault, Sexual Misconduct and Title IX Policy and Complaint	
Procedure	HSC OP 51.03
Suspension of Classes and Closing of Offices in Emergency Situations	HSC OP 10.02
Tobacco-Free Environment Policy	HSC OP 10.19
TTUHSC Safety Programs	HSC OP 75.01
Use of Information Technology Resources	HSC OP 56.01
Use of TTUHSC Facilities, Equipment, Supplies, and Services for Private	
Purposes Prohibited	HSC OP 61.01
Vehicle Registration	HSC OP 76.30

TTUHSC Safe Campus Commitment - Title IX

<http://www.ttuhscc.edu/title-ix/>

Student Complaint or Grievance Policies and Procedures

<https://www.ttuhscc.edu/student-services/grievances.aspx>

Of special relevance to on-site students:

Suspension of Classes and Closing of Offices in Emergency Situations HSC OP 10.02

The Emergency Preparedness section of the TTUHSC website can be found at:

www.ttuhscc.edu/emergency/

This website serves to alert students, faculty and staff to the status of TTUHSC campuses operations in the event of inclement weather or emergency. The site can also be accessed by following the link found on the bottom left of the www.ttuhscc.edu home page. Announcements about campus closings due to inclement weather will also be placed on the local television and radio stations. Students should realize, however, that a closing of the TTU campus does not necessarily indicate that TTUHSC is closed, and that one TTUHSC campus may close while other campuses remain open.

TTUHSC School of Health Professions Faculty and Staff Listings

ADMINISTRATION
Room 2B-184, 3601 4th Street, Lubbock, TX 79430
Phone 806-743-3223

Lori Rice-Spearman, PhD lori.ricespearman@ttuhsc.edu 806-743-3223
Dean

Kevin Williams, JD kevin.l.williams@ttuhsc.edu 806-743-3223
Executive Associate Dean

Lindsay Johnson lindsay.johnson@ttuhsc.edu 806-743-3220
Associate Dean for Admissions and Student Affairs

Steven Sawyer, PT, PhD steven.sawyer@ttuhsc.edu 806-743-3235
Associate Dean for Faculty Development

Phillip Sizer, PT, PhD phil.sizer@ttuhsc.edu 806-743-3902
Associate Dean for Research

Wade Redman, PhD wade.redman@ttuhsc.edu 806-743-3254
Assistant Dean for Educational Technology

Dawndra Sechrist, OTR, PhD, dawndra.sechrist@ttuhsc.edu 806-743-3255
Assistant Dean for Outcomes and Assessment

Michael Hooten, PhD m.hooten@ttuhsc.edu 806-414-9683
Regional Dean, Amarillo campus

Neeraj Kumar, PT, PhD neeraj.kumar@ttuhsc.edu 432-703-5261
Regional Dean, Odessa campus

Micheal West micheal.west@ttuhsc.edu 806-743-9021
Assistant Dean of Finance and Administration

Support staff

Michelle Broselow michelle.broselow@ttuhsc.edu 806-743-3223

Jenny Bonner jenny.bonner@ttuhsc.edu 806-743-3223

Deena Dick deena.dick@ttuhsc.edu 806-743-3223

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INFORMATION TECHNOLOGY AND STUDENT SUPPORT SERVICES

Room 3C-111 / Phone 806-743-3117

Fabian Blanco fabian.blanco@ttuhsc.edu 806-743-4664

Jasmine Fearn jasmine.fearn@ttuhsc.edu 806-743-3117

TTUHSC Student Support Website: www.ttuhsc.edu/it/

ADMISSIONS AND STUDENT AFFAIRS
Room 2BC-194 / Phone 806-743-3220

Lindsay Johnson lindsay.johnson@ttuhsc.edu
Associate Dean for Admissions and Student Affairs

Jeri Moravcik jeri.moravcik@ttuhsc.edu
Director

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DEPARTMENT OF REHABILITATION SCIENCES
Room 2B-132 / Phone 806-743-3226

Steven Sawyer, PT, PhD steven.sawyer@ttuhsc.edu 806-743-3235 / Room 2B-132
Chair

Renee Lemons renee.lemons@ttuhsc.edu 806-743-3226 / Room 2B-132
Unit Manager

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DOCTOR OF PHILOSOPHY (PHD) IN REHABILITATION SCIENCES

Faculty

Roger James, PhD roger.james@ttuhsc.edu 806-743-4524/ Room 3C-217
Program Director

Jean-Michel Brismee, PT, ScD jm.brismee@ttuhsc.edu 806-743-3243 / Room 3C-213

Toby Brooks, PhD, ATC toby.brooks@ttuhsc.edu 806-743-2261 / Room 3C-203

Kerry Gilbert, PT, ScD kerry.gilbert@ttuhsc.edu 806-743-2958 / Room 2B-180

Troy Hooper, PT, ATC, PhD troy.hooper@ttuhsc.edu 806-743-2948 / Room 3C-205

Neeraj Kumar, PT, PhD neeraj.kumar@ttuhsc.edu 432-703-5261 / 2C60LA (Odessa)

Larry Munger, PhD, ATC larry.munger@ttuhsc.edu 806-743-4550 / Room 3C-212

Steven Sawyer, PT, PhD steven.sawyer@ttuhsc.edu 806-743-3235 / Room 2B-132

Phillip Sizer, PT, PhD phil.sizer@ttuhsc.edu 806-743-3902 / Room 2B-138

LesLee Taylor, PhD, ATC leslee.taylor@ttuhsc.edu 806-743-3237 / Room 3C-201

Sandra Whisner, OTR, PhD sandra.whisner@ttuhsc.edu 806-743-3114 / Room 3C-211

Support staff

Renee Lemons renee.lemons@ttuhsc.edu 806-743-3226 / Room 2B-132

DOCTOR OF SCIENCE IN PHYSICAL THERAPY

Faculty

Phillip Sizer, PT, PhD phil.sizer@ttuhsc.edu 806-743-3902 / Room 2B-138
Program Director

Brad Allen, PT, ScD brad.allen@ttuhsc.edu 806-743-1639 / 3C-204
Assistant Program Director

Jean-Michel Brismee, PT, ScD jm.brismee@ttuhsc.edu 806-743-3243 / Room 3C-213

Troy Hooper, PT, ATC, PhD troy.hooper@ttuhsc.edu 806-743-2948 / Room 3C-205

Support staff

Alexandra Trevino alexandra.s.trevino@ttuhsc.edu 806-743-9084

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MASTER OF ATHLETIC TRAINING PROGRAM

Faculty

LesLee Taylor, PhD, ATC leslee.taylor@ttuhsc.edu 806-743-3237 / Room 3C-201
Program Director

Toby Brooks, PhD, ATC toby.brooks@ttuhsc.edu 806-743-2261 / Room 3C-203

Larry Munger, PhD, ATC larry.munger@ttuhsc.edu 806-743-4550 / Room 3C-212

Support staff

Rhonda Crawford rhonda.crawford@ttuhsc.edu 806-743-1032 / Room 3C-253

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MASTER OF OCCUPATIONAL THERAPY PROGRAM

Faculty

Sandra Whisner, PhD sandra.whisner@ttuhsc.edu 806-743-3114 / Room 3C-211
Program Director

Belinda Alexander, OTR belinda.alexander@ttuhsc.edu 806-743-7509 / Room 3C-214

Karen Aranha, OTR, PhD karen.aranha@ttuhsc.edu 806-743-1056 / Room 3C-202

Matthew Geddie, OTR, PhD matthew.geddie@ttuhsc.edu 806-743-3228 / Room 3C-207

Dawndra Sechrist, OTR, PhD dawndra.sechrist@ttuhsc.edu 806-743-3246 / Room 2B-136

Laurie Stelter, OTR laurie.stelter@ttuhsc.edu 806-743-3273 / Room 3C-252

Megan Taylor, OTR megan.r.taylor@ttuhsc.edu 806-743-3186 / Room 3C-206

Cynthia Tiongco, OTR cynthia.tiongco@ttuhsc.edu 806-743-3911 / Room 3C-215

Support staff

Cindy Arnold cindy.parnell@ttuhsc.edu (806) 743-9004 / Room 3C-257
Beatrice Johnson beatrice.johnson@ttuhsc.edu 806-743-1722 / Room 3C-251

DOCTOR OF PHYSICAL THERAPY PROGRAM – LUBBOCK CAMPUS

Faculty

Kerry Gilbert, PT, ScD kerry.gilbert@ttuhsc.edu 806-743-2958 / Room 2B-180
Program Director

Nathan Burgess, PT, ScD nathan.burgess@ttuhsc.edu 806-743-2989 / Room 3BC-110
Assistant Program Director

Doug Dendy, PT, ScD doug.dendy@ttuhsc.edu 806-743-3236 / Room 3C-214

Gary Kearns, PT, ScD gary.kearns@ttuhsc.edu 806-743-9015 / Room 3C-262

Micah Lierly, PT, DPT micah.lierly@ttuhsc.edu 806-743-3195 / Room 3C-261

Kate Panasci, PT, DPT kathryn.panasci@ttuhsc.edu 806-743-2461 / Room 3C-208

Tim Pendergrass, PT, ScD timothy.j.pendergrass@ttuhsc.edu 806-743-2272 / Room 3C-216

Support staff

Nora Lane nora.lane@ttuhsc.edu 806-743-4525 / Room 2B-180
Beatrice Johnson beatrice.johnson@ttuhsc.edu 806-743-1722 / Room 3C-251

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DOCTOR OF PHYSICAL THERAPY PROGRAM – AMARILLO CAMPUS

Faculty

Joan Potter-Brunet, PT, DPT joan.potter@ttuhsc.edu 806-414-9685 / Room 4906
Assistant Program Director - Amarillo campus

Reid Gehring, PT, DPT reid.gehring@ttuhsc.edu 806-414-9856 / Room 4908

Misty Miller, PT, DPT misty.miller@ttuhsc.edu 806.414-9688 / Room 4907

Support staff

Kelsey Acevedo kelsey.acevedo@ttuhsc.edu 806-414-9542 / Room 4917

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DOCTOR OF PHYSICAL THERAPY PROGRAM – ODESSA CAMPUS

Faculty

Neeraj Kumar, PT, PhD neeraj.kumar@ttuhsc.edu 432-703-5261 / 2C60LA
Assistant Program Director and Regional Dean - Odessa campus

Deborah York, PT, DPT deborah.york@ttuhsc.edu 432-703-5174 / Room 2C60J

Reznik, Mikala, PT, DPT mikala.reznik@ttuhsc.edu 432-703-5175 / 2C60B

Support staff

Linda Reyes linda.reyes@ttuhsc.edu 432-703-5257/ Room 2C60L

TRANSITIONAL DOCTOR OF PHYSICAL THERAPY PROGRAM

Faculty

Kate Panasci, PT, DPT <i>Program Director</i>	kathryn.panasci@ttuhsc.edu 806-743-2461
Brad Allen, PT, ScD	brad.allen@ttuhsc.edu 806-743-1639 / 3C-204
Rachel Basinger, PharmD	rachel.basinger@ttuhsc.edu 806-414-9284
Joan Potter-Brunet, PT, DPT	joan.potter@ttuhsc.edu 806-414-9685
Nathan Burgess, PT, ScD	nathan.burgess@ttuhsc.edu 806-743-2989
Doug Dendy, PT, ScD	doug.dendy@ttuhsc.edu 806-743-3236
Kerry Gilbert, PT, ScD	kerry.gilbert@ttuhsc.edu 806-743-2958
Troy Hooper, PT, ATC, PhD	troy.hooper@ttuhsc.edu 806-743-2948
Neeraj Kumar, PT, PhD	neeraj.kumar@ttuhsc.edu 432-703-5261
Nancy Lewis, PT, ScD	nancy.lewis@ttuhsc.edu
Misty Miller, PT, DPT	misty.miller@ttuhsc.edu 806-414-9688
Tim Pendergrass, PT, ScD	timothy.j.pendergrass@ttuhsc.edu 806-743-2272
Jody Wilkinson, MD	jody.wilkinson@ttuhsc.edu
<u>Support staff</u> Nora Lane	nora.lane@ttuhsc.edu 806-743-4525

Department of Rehabilitation Sciences: General Information

Catalog, Program Curriculum and Academic Calendar

The catalog and listing of curricular content for each educational program in the Department of Rehabilitation Sciences is available for downloading as a PDF file at the following website address:
<https://www.ttuhs.edu/health-professions/>

Address / Telephone Changes

It is the responsibility of each student to maintain a current local address and telephone number with the academic program and the Office of Admissions and Student Affairs in the School of Health Professions.

Students should provide the Registrar's office with the address of choice to receive notice of grades, semester bills, and all other correspondence sent by this office and the Bursar's office.

The School of Health Professions will not be held responsible for consequences incurred due to address changes that are not reported.

Student E-mail

All official e-mail communication to TTUHSC students is sent to their e-mail account provided by TTUHSC. It is the student's responsibility to check their e-mail account periodically to ensure that they do not miss important communications.

CPR Certification

Students who receive clinical training at clinical settings that require certification in cardiopulmonary resuscitation (CPR) must maintain current CPR certification throughout their academic and clinical training program. The student is responsible for obtaining and retaining this certification.

Requests for Leave of Absence

Applications for requesting a leave of absence from enrollment in an academic program are to be initiated by the student contacting the program director, who will then proceed with the administrative processing of the student's request for a leave of absence, pending approval of the request.

Financial Aid

Students are encouraged to obtain financial aid if needed. Financial aid information can be obtained from the Director of Student Financial Aid, who is located in room 2C-400 in Lubbock and can be contacted by phone at 806-743-3025. A general informational brochure is available in the financial aid office.

An emergency loan fund for students enrolled in the School of Health Professions is available. See the Director of Student Financial Aid for more information.

Library

The Libraries of the Health Sciences Centers, located in Lubbock, Amarillo, Odessa and El Paso, serve all of the Schools of TTUHSC, including the School of Health Professions, as well as health professionals throughout the 108-county West Texas region. Detailed and up-to-date information about library locations, hours, policies and resources are available at the following website address:
www.ttuhs.edu/libraries/

Professional Liability Insurance

Arrangements for professional (clinical) liability insurance coverage are provided by the School of Health Professions. A student may be asked for proof of liability insurance prior to assignment to clinical activities by the clinical instructor. It is the responsibility of students to possess documentation of coverage when at clinical training facilities.

Registration

Departmental programs notify students about the time of registration. The Registrar's office is located in room 2C-400 at the TTUHSC Lubbock campus, and services students at the Lubbock, Amarillo and Odessa campuses. Tuition and fees are due at the time of registration. For further information concerning registration procedures, contact the Registrar's office at 806-743-2300.

Department of Rehabilitation Sciences Teaching Laboratories

The teaching laboratories are to be maintained in a manner consistent with a patient care environment. All equipment and supplies should be kept in a designated storage location. It is the responsibility of faculty and students to ensure that the laboratories are a safe, clean, and well-organized clinical teaching environment.

Scholarships

Scholarship information is available through the Office of Admissions and Student Affairs at 806-743-3220.

Student Hospitalization Insurance

You are required by TTUHSC to pay a Medical Service Fee each semester. With this fee you can access health care in a TTUHSC clinic and see a nurse or physician at no charge for minimal or limited minor problems.

TTUHSC *strongly recommends* that each student maintain health insurance to cover *major medical, emergency care, specialty care and pharmacy services*. *Please note:* Clinical sites may require proof of health insurance.

The Texas Tech University Health Sciences Center does provide students the opportunity to purchase health insurance through a private carrier. Students may contact the Health Sciences Center, Office of Student Services for more information concerning purchasing health insurance.

Student Legal Services

The Office of Student Services provides legal services to School of Health Professions students. For more information contact the Office of Student Services, 806-743-2300. Services are included in the student services fee.

Computer System Requirements

Students enrolled in the Department of Rehabilitation Sciences are required to have a personal laptop computer that is accessible and suitable for use in classrooms and for computer-based exams. Computer hardware and software recommendations can be found at the following link:

<https://hscweb.ttuhs.edu/it/is/itsolutioncenter/faq/hardware3.aspx>

The student should confirm computer compatibility with TTUHSC networking systems by contacting SHP's Information Technology and Student Support Services: 806-743-3117 or fabian.blanco@ttuhsc.edu.

Technical Assistance and Support Services

The Texas Tech University Health Sciences Center offers web-based courses and distance-learning programs that use the Internet to deliver course content. To enable all students to access the course content and interact with faculty and fellow students, the Department of Rehabilitation Sciences provides technical assistance. Technical assistance may be obtained by calling 806-743-3117. These numbers are to be used only for technical assistance to resolve web-based computer questions and concerns.

Tuition and Fees

The Texas Tech University Health Sciences Center reserves the right, without notice in this *Handbook*, to amend, add to, or otherwise alter any or all fees, rates or other charges set forth herein by action of the Board of Regents of Texas Tech University or the Texas State Legislature, as the case may be.

To be granted status as a resident of Texas for educational purposes, proper documentation must be on file in the Office of Admissions and Student Affairs. Each student will be required to complete a written residency oath upon applying. For detailed information regarding residency status, contact the TTUHSC Registrar's office.

Refer to the TTUHSC School of Health Professions Catalog for more information about education-related fee schedules.

A student who officially withdraws from TTUHSC during the course of an academic year may be entitled to a prorated refund of tuition and fees. Forms for withdrawal are available from the Office of the Registrar, as is information about the schedule for prorated refunds.

Student Counseling

The University Counseling Center offers a number of services to Texas Tech students relating to personal problems, crisis intervention, marital or premarital counseling, assertion training, and relaxation training. Information about psychological and academic counseling is provided below. Additional contact information can be provided by the student's program director and by personnel in the School's Office of Admissions and Student Affairs.

Personal counseling (Program of Assistance for Students)

Personal counseling services are available to all TTUHSC students through the Program of Assistance for Students (PAS). The PAS is administered by personnel in TTUHSC's Southwest Institute for Addictive Diseases. Licensed counselors are available to assist students with all types of problems, including stress associated with academic, legal or financial concerns; depression, anxiety, and/or other emotional problems; family and relationship issues; alcohol and drug abuse; and other mental health and wellness issues. If a student has a problem that could be life threatening and needs immediate assistance, PAS counselors arrange to see the student immediately. If the danger is imminent and great, that is if the student is actively suicidal, the student is typically directed to a local emergency room. For after-hours situations, the PAS phone numbers serve as a 24-hour crisis line. In the event of an emergency, the answering service will connect the student with the counselor who is on call. Students who reside outside of the Lubbock area may use the 1-800-327-0328 to connect with a counselor in Lubbock.

Upon request, PAS administrative staff members in Lubbock also provide wellness workshops, crucial incident stress management, and mediation. PAS staff members are available to consult with faculty and staff about how to manage various behavioral health situations involving students.

All PAS consultations are private and professional, and students can call the PAS office directly to schedule an appointment.

In addition to the qualified counselors in Lubbock, PAS has contracted with qualified mental health providers in Amarillo and the Permian Basin (Midland/Odessa). Students who are located in these areas are given the name and number of the appropriate provider. If necessary, PAS staff also contact the provider to ensure that the student is seen right away. All of the PAS counselors have a minimum of a master's degree in a mental health field. All have received excellent training in assessment and psychotherapeutic intervention and are licensed in the state of Texas to provide mental health services.

TTUHSC students and their dependents are eligible to receive five free counseling sessions per year. Following the initial five sessions, PAS providers are directed to give the student three referrals, one of which may be to the original PAS provider. Students may continue their counseling, with either the PAS provider or another counselor, if they assume the responsibility for any associated costs. Depending on the training and expertise of the PAS provider, some mental health services, such as psychological or psychiatric evaluations, may be referred to other qualified professionals.

Information about PAS services is published at the following TTUHSC website:
<https://www.ttuhsu.edu/student-services/mental.aspx>

Academic counseling

Counseling for academic issues is provided by Academic Support Services, is located in room 201 of the Student Wellness Center (corner of Flint & Main) in the TTU Lubbock campus; phone number is (806) 742-3674. Counseling services are also available at the Amarillo and Odessa campuses.

In addition to the PAS, the Counseling Center on the Texas Tech University campus in Lubbock provides services to all students in the Texas Tech University System who pay related student services fees. The Counseling Center offers a wide variety of services to students, including workshops on study skills, group communication skills, test-taking skills, and time management. The Counseling Center also provides aid, support, and counsel to students dealing with the complex personal, social, and academic demands of the professional school setting. TTUHSC students on the Lubbock campus pay the fee that covers Counseling Center services and have full access to the center. TTUHSC students on other campuses have access to counseling services through the PAS program described above. Information on the Counseling Center is published on the Office of Student Services website:

<http://www.ttuhsu.edu/student-services/default.aspx>

Campus Parking (Lubbock and Amarillo campuses)

Parking permits are required for all motor vehicles parked at TTUHSC. TTUHSC students should obtain their permits from the TTUHSC Traffic & Parking Office, BB-097, 806-743-2557. Refunds are available if the permit is used for part of a session.

Student Centers

A student center at the Lubbock campus, called the F. Marie Hall Synergistic Center, is located on the 2nd floor of the TTUHSC building, and is available for health professions, medical and nursing students. There are also student centers at the Amarillo and Odessa campuses.

TTUHSC Student Senate (Lubbock and Amarillo campuses)

Students registered at the TTUHSC are eligible as members of this organization. The Student Senate consists of elected representatives from each of the four schools: Medical, Nursing, Health Professions, and Graduate. These elected students meet to discuss affairs of the Health Sciences Center and to provide a source of communication between the students, faculty, alumni, and professional organizations.

Pharmacy (Lubbock campus)

Only students can have their prescriptions filled at Student Health Services in Thompson Hall, C-102, 806-743-2636; a cash discount may be available to student. Insurance is accepted. If a student elects to have a prescription filled at a pharmacy other than Student Health Services, the student will be required to pay the full price for the prescription.

Recreation and Entertainment (Lubbock campus)

The students of TTUHSC have the opportunity to participate in a variety of recreational activities, entertainment, and cultural events. For recreation the Student Recreation and Aquatic Center is located on the west side of the main campus of Texas Tech University, and provides a wide variety of indoor activities and programs. The facilities include gymnasiums, racquetball and handball courts, weight rooms, indoor archery range, and multi-purpose rooms for such sports as wrestling and fencing as well as activities such as aerobics and crafts. Outdoor sports include tennis, golf, soccer, baseball, and other field sports. Outdoor recreational equipment may be rented. The aquatic center has an Olympic size pool with a bubble top. Information is available at the Student Recreation Center or 806-742-3351.

Texas Tech University also provides a variety of entertainment, cultural events, and student organizations. Information can be obtained from the TTU Office of the Dean of Students, Suite 201, Student Union Building, 806-742-2984.

Student Health Services

Student Health Services at the Lubbock, Amarillo and Odessa campuses are operated by the TTUHSC Family Practice Clinics. These clinics operate on an appointment basis. Information on services covered is available at the following website address:

<https://www.ttuhscc.edu/student-services/default.aspx>

Students who are currently enrolled in the School of Health Professions and have paid the medical services fee are eligible to receive care with minimal charges. To be seen by a family practice center physician, the student MUST present his or her student ID card at the time of the appointment. Specific laboratory or radiology tests are covered under this medical services fee. Other tests not listed on the health brochure will be the responsibility of the student. Any consultations or visits that are ordered to other departments that generate a fee or charge in the TTUHSC will be the responsibility of the student.

All medical records are strictly confidential. By federal law information cannot be released to anyone without the consent of the student. The only exception is a court order. Students may obtain copies of their immunization records upon request.

Department of Rehabilitation Sciences: Policies and Procedures, and Student Responsibilities

Professional Behavior Expectations and Policy Statement

Students at all times will abide by the Texas Tech University Health Sciences Center School of Health Professions Code of Ethics, as described elsewhere in this *Student Handbook*. Additionally, each student will abide by his or her program's and profession's Code of Ethics located in the respective program section of this *Handbook*.

Professional conduct, which includes courtesy and good manners, is expected in all academic and clinical settings.

SHP Ethical School Standard

As a student of the School of Health Professions at the Texas Tech University Health Sciences Center, I will use my knowledge and skills responsibly to improve the quality of life for those we serve. I will seek in all academic, professional and personal endeavors to demonstrate ethical behavior, honesty, integrity and respect for others.

Interprofessional Practice and Education (IPE) Core Curriculum

All TTUHSC students, regardless of school affiliation, will be required to complete the IPE core curriculum prior to graduation. The IPE core curriculum is composed of two components including successful completion of a non-credit online course (>70% accuracy on the knowledge post-test) and successful participation in at least one registered IPE learning activity. Failure to complete the IPE core curriculum will result in delayed graduation. Students should consult their academic/program advisor and/or school catalog for additional information.

Student responsibility to make tuition payments or complete payment agreement plan

If a student does not pay and or complete the student payment agreement by the 20th class day they will be dropped from the program.

Generic Abilities

Generic Abilities (GA) are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills, but are nevertheless required for success in the health care professions. Ten *Generic Abilities* were identified through a study conducted at UW-Madison (May et al., *Journal of Physical Therapy Education*, 9:3-6, 1995). The ten generic professional abilities and definitions are listed below. These *Generic Abilities* serve as a foundation for professional behavior and may be used for counseling sessions with a student concerning academic and non-academic deficiencies, and may be cited as expected standards of professional student behavior and/or academic criteria established between a program director and a student.

1. *Commitment to Learning* – The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. *Interpersonal Skills* – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
3. *Communication Skills* – The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. *Effective Use of Time and Resources* – The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. *Use of Constructive Feedback* – The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.

6. *Problem-Solving* – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. *Professionalism* – The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. *Responsibility* – The ability to fulfill commitments and to be accountable for actions and outcomes.
9. *Critical Thinking* – The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. *Stress Management* – The ability to identify sources of stress and to develop effective coping behaviors.

Professional Liability Coverage for Students Who Work or Study in a Clinical Environment

The School of Health Professions provides professional liability coverage for students that work or study in a clinical environment with limits of \$1,000,000/\$3,000,000. This coverage only applies to activities which are part of and a requirement of students' curriculum. Depending on each student's personal financial situation, this may or may not be adequate coverage. It is recommended that you meet with a financial advisor or attorney of your choice to determine whether or not you need to purchase additional coverage.

Student interactions with patients outside the scope of clinical practice

It is prohibited for any Department of Rehabilitation Sciences (DRS) student to interact with any patient or client outside of the scope of clinical practice while the student is enrolled, recycling or on a leave of absence from any DRS program. This includes any and all social networking sites including but not limited to Facebook, Twitter, Instagram, LinkedIn, Snapchat, text messaging and email.

Course Scores

Within the Department of Rehabilitation Sciences, it is each instructor's responsibility to assign weight to assignments, exams and laboratory exercises in the manner specified in his or her course syllabus.

Enrollment

Once admitted to the program and provided registration information, students must enroll for courses online at:

webraider.ttuhs.edu

This website requires an eRaider username and password. Problems encountered during the registration process should be directed to the SHP Office of Admissions and Student Affairs at (806) 743-3220. Students may register, add or drop courses, and pay tuition and fees online.

Campus Carry

Texas Senate Bill 11 (SB 11) was signed into law June, 2015, and is often referred to as "Campus Carry." It permits individuals with a concealed handgun license (CHL) to carry a concealed weapon on public university campuses in Texas beginning August 1, 2016.

The law requires university presidents to develop policies and guidelines for their institutions. They may consult with students, staff and faculty and may consider the nature of the student population, specific safety concerns, and the uniqueness of the campus environment.

In April 2016, the Texas Tech University System Board of Regents reviewed the TTUHSC campus carry policy as part of efforts to implement the provisions of Senate Bill 11. The TTUHSC campus

carry policy was developed with input from various stakeholders and through the efforts of the TTUHSC Campus Carry Working Group, which sought to balance the needs of our widely distributed campuses and diverse campus body.

Please visit the campus carry website at <http://www.ttuhs.edu/campus-carry/default.aspx>. This website will serve as a centralized source of information related to campus carry at TTUHSC. As a university, TTUHSC will continue to strive for an environment of collective safety as we undertake our mission of education, service and research.

TTUHSC SHP International Student Travel

Eligibility

Students must be eligible to participate in the international program at the time of travel. Students must be enrolled in School of Health Professions' courses the semester of travel. Eligibility requirements include, but are not limited to, the student's professional conduct and academic standing. If a student has failed a course in the semester immediately prior to travel; is failing a course during the semester of travel; or is on probation for any reason, the student will not be allowed to travel as a part of the TTUHSC team. If a student has received a Complaint of Misconduct and the complaint has not been resolved prior to the travel date, the student is not eligible to participate in that specific trip. Each student shall verify eligibility requirements with the program director and Office of Global Health prior to participation.

Cancellation/Refunds

TTUHSC and the School of Health Professions are not responsible for reimbursement for financial losses as a result of a student cancelling travel or losing eligibility to participate in the international program. These financial losses may include but are not limited to airline fares, payment to country host, or any other expenses incurred for student international travel.

Tracking Absences of F-1 Visa Students

The U.S. Department of Homeland Security requires universities to know the whereabouts of students with an F-1 visa (student visa). Out of town travel may include long weekends, business or personal travel, or any other travel for periods of four days or more.

If a student with an F-1 visa will be absent from campus class attendance for four or more days, the student must fill out an "International Student Travel" form, which can be obtained from the program director. See below for specific actions for absences of different durations:

- a. *Absent four to ten days.* F-1 visa students who will be away from campus for four to ten days, including holidays and weekends, must complete an "International Student Travel" form. The student will indicate where they will be during the time away and will provide a contact number where they can be reached. The form is given to the program director prior to the absence. The program director will forward a copy to the Office of Admissions and Student Affairs and the department chair. In the case of sickness or injury the student should call the program director and provide details as to the reason(s) for being away from campus. The program director will fill out an "International Student Travel" form with the information provided by the student and forward a copy to the Office of Admissions and Student Affairs and the department chair.
- b. *Absent longer than ten days.* In addition to the procedures outline above for absences from four to ten days, University officials will be contacted by the Office of Admissions and Student Affairs.

In the case of sickness or injury that results in an absence of four or more days, the student should call the program director and provide details as to the reason(s) for the time away from campus.

The program director will fill out an "International Student Travel" form with the information provided by the student and forward a copy to the Office of Admissions and Student Affairs and the department chair. University officials will be contacted by the Office of Admissions and Student Affairs.

If a student with an F-1 visa is away for four or more days and does not complete an "International Student travel" form or call the program director to explain the reason for the time away from campus, the program director will, at the beginning of the fifth day, notify the Office of Admissions and Student Affairs and the department chair in writing of the time away from campus. University officials will be contacted by the Office of Admissions and Student Affairs.

Warning About Failure to Meet Academic Performance Standards

A student who is not meeting academic standards in any course will be notified in writing by the program director during the semester. Copies of all warning letters will be placed in the student's file.

Academic Probation

Students placed on Academic Probation must meet specific program performance standards in order to be removed from Academic Probation. A student on Academic Probation will be notified in writing by the program director that he or she has been placed on Academic Probation or has been removed from Academic Probation.

Research Activity by Students

The policies and procedures described below pertain to student research activity conducted within all programs of the Department of Rehabilitation Sciences.

Students may be required to conduct research activities as part of their program's academic curriculum. Such research is expected to be relevant to the rehabilitation sciences and to relate to the student's course of studies. Research projects are intended to acquaint students with proposal development, research design, ethics, identification of resources, and compliance with applicable TTUHSC policies and procedures.

All student research projects are required to have faculty supervision. The program director or a designated faculty member will be responsible for reviewing and approving all student research project proposals. A faculty member will serve as the Principal Investigator, and it is expected that the Principal Investigator and student(s) will strive to produce a research project that is worthy of consideration for publication and/or public presentation.

Responsibilities of:

1. Principal Investigator:
 - a. must have successfully completed a facility mandated research training program;
 - b. be a designated faculty member in the School of Health Professions, who is responsible for supervising student research;
 - c. obtain approval for the student research proposal by the department chair and the Institutional Review Board (IRB);
 - d. establish a budget for the project (to be paid from course fees);
 - e. ensure that the budget for the project is reviewed by the program director and approved by the department chair;
 - f. approve all purchases. Since student research may in some cases be funded in part through course fees, the Principal Investigator will ensure that when such funds are used to support student research activity, only department purchasing cards or

- purchase orders are used. Expenditures must cover only authorized expenses, and direct reimbursement of student research activities is not authorized;
- g. ensure research integrity;
 - h. ensure that there is neither a conflict of interest nor inappropriate research activity sponsored with the resources of the Texas Tech University Health Sciences Center, as defined under TTUHSC Operating Policies.
2. Student(s):
 - a. must have successfully completed IRB-mandated research training program;
 - b. under the supervision of the Principal Investigator: (i) select the research activity and (ii) develop a proposal and budget;
 - c. initiate and conduct such activity in a professional manner;
 - d. are accountable and responsible for any expenditures exceeding the budgeted funds;
 - e. are expected to disseminate the results in an appropriate scholarly manner.
 3. Program director or designated faculty member:
 - a. ensure that course research requirements are in compliance with the IRB policies/procedures and accreditation standards;
 - b. ensure that the Principal Investigator understands the appropriate use of research funding from sources such as course fees, grants, etc.

Policies for Users of TTUHSC Information Technology (IT) Resources

TTUHSC Operational Policies Related to Online Programs:

<https://www.ttuhs.edu/administration/documents/ops/op56/op5601.pdf>

<https://www.ttuhs.edu/administration/documents/ops/op57/op5702.pdf>

Computer Ethics and Responsibilities

Each student shall be responsible for ethical and courteous use of TTUHSC computer services. Because the computing systems provided to students are the property of TTUHSC, the institution has an obligation to ensure their ethical use and maintains the right to monitor all academic accounts.

Disciplinary measures will be taken when a student using TTUHSC computing resources acts unethically or irresponsibly. For a comprehensive listing of TTUHSC policies on student utilization of computer resources, refer to the following website:

<https://www.ttuhs.edu/administration/documents/ops/op56/op5601.pdf>

Copyright Infringement:

Unauthorized duplication of copyrighted information or data and software packages is a direct infringement of the federal copyright law; see Federal section, Title 17 Copyrights §117.

It is illegal to make, use or distribute unauthorized copies of software, graphics, music or any other creative art or intellectual property for multimedia projects or any other use. This includes the copying of software programs, etc., required in a class. Anyone who engages in illegal copying shall be subject to disciplinary action under TTUHSC policies and, in addition, shall be subject to criminal prosecution under state and federal statutes.

The following policies were developed and adopted to ensure that TTUHSC, its students, faculty, and staff maintain legal and ethical standards regarding the use of copyrighted materials.

Guidelines for the Educational Use of Copyrighted Works – refer to TTUHSC OP 57.02, available at the following website address:

<https://www.ttuhs.edu/administration/documents/ops/op57/op5702.pdf>

Infringement of Copyrights on Computing Software – based on TTUHSC information technology policies, available at the following website address:

<https://www.ttuhs.edu/administration/documents/ops/op56/op5601.pdf>

In addition to the guidelines of conduct set forth elsewhere in this *Handbook* and other official TTUHSC publications, personal conduct on TTUHSC-owned or TTUHSC-controlled property or at TTUHSC-sponsored events is subject to TTUHSC disciplinary jurisdiction. TTUHSC also may enforce its own disciplinary policy and procedures when personal conduct, regardless of whether it occurs on or off campus, directly, seriously or adversely interferes with or disrupts the overall mission, programs or other functions of TTUHSC.

Misuse or Abuse of Computer Equipment, Programs or Data

Conduct for which disciplinary action may be taken in relation to computer equipment, programs or data include, but are not limited to, the following:

1. Unauthorized use of computing resources or use of computing resources for unauthorized or Non-Academic purposes.
2. Unauthorized accessing or copying of programs, records or data belonging to TTUHSC or another user or copyrighted software, without permission.
3. Attempted or actual breach of the security of another user's account, depriving another user of access to TTUHSC computing resources, compromising the privacy of another user, or disrupting the intended use of computing or network resources.
4. Attempted or actual use of TTUHSC computing resources for personal or financial gain.
5. Attempted or actual transport of copies of TTUHSC programs, records or data to another person or computer site without written authorization.
6. Attempted or actual destruction or modification of programs, records or data belonging to TTUHSC or another user or destruction of the integrity of computer-based information.
7. Attempted or actual use of the computing facilities to interfere with the normal operation of TTUHSC computing systems; or, through such actions, causing a waste of such resources (people, capacity, computer).
8. Allowing another person, either through one's personal computer account, or by other means, to accomplish any of the above.
9. Any violation of federal or state laws or violation of the TTUHSC computer-use policies or "Code of Student Conduct."

Any act or omission that violates federal, state or local laws or regulations relating to computer equipment, programs or data and which is not otherwise covered in the *TTUHSC Student Handbook* is grounds for disciplinary action and referral to the appropriate law enforcement or investigative agency.

Use of TTUHSC Logos

Colleges, Departments, Centers, Institutes and other TTUHSC organizations may use the official TTUHSC logos. However, TTUHSC logos are legally protected trademarks, and restrictions apply. Students are expected to follow guidelines that pertain to the use of TTUHSC logos. Refer to the TTUHSC Identity Guidelines at:

<http://www.ttuhs.edu/communications-marketing/campus-guidelines/identity-guidelines.aspx>

Obtaining Permission to use Logos: Students, TTUHSC student organizations, and other organizations that wish to use any of the TTUHSC logos must contact the Office of Student Services at 806-743-2300.

Student Handbook Signature Page

Texas Tech University Health Sciences Center School of Health Professions Department of Rehabilitation Sciences

The *Department of Rehabilitation Sciences Student Handbook*, *School of Health Professions (SHP)*, and the *TTUHSC Student Handbook* are important documents intended to help you become acquainted with University, School and Departmental academic and non-academic policies that you are required to follow. You are also subject to *TTUHSC Operating Policies and Procedures*. These materials are intended for informational purposes only and are not to be considered a contract, express or implied. The Department of Rehabilitation Sciences in the School of Health Professions and TTUHSC reserve the right and prerogative to change any statement in the student handbooks or their policies at any time without prior notice. The current edition of the handbooks and Operating Policies and Procedures are available on the TTUHSC and SHP websites. You are responsible for periodically checking on-line for any revisions to the handbooks.

Please read the following statements and sign below.

- I am aware that the *TTUHSC Student Handbook: Code of Professional and Academic Conduct* is available at:
<http://www.ttuhscc.edu/student-services/handbook.aspx>
- I am aware that the *Department of Rehabilitation Sciences Student Handbook* is available on the School of Health Professions website at:
<https://hscweb.ttuhscc.edu/health-professions/current/handbooks.aspx>
- I am aware that the *School of Health Professions Student Policies* are available on the School of Health Professions website at:
<https://hscweb.ttuhscc.edu/health-professions/current/policies.aspx>
- I am aware that the *TTUHSC Operating Policies and Procedures* are available on the TTUHSC website at:
<https://www.ttuhscc.edu/administration/operating-policies/>
- I understand that the policies, rules and benefits described in these handbooks are subject to change at the discretion of the Department, School and/or University at any time and that it is my responsibility to check said websites periodically for revisions. I further understand that if a matter that is addressed by one of the handbooks arises; the handbooks in effect at the time the matter arises will govern resolution.
- I am aware that during the course of my enrollment, confidential information may be made available to me (e.g., patient files, student information, and other related data). I understand that this information must not be disseminated or used outside of the department premises. I agree to hold as strictly confidential any and all information regarding patients and all other information made confidential by law or TTUHSC policy to which I have access or obtain as a student, representative or affiliate of TTUHSC. My signature below acknowledges I do understand that release of confidential information may be a cause of dismissal from the SHP or further action/liability.

- I am aware of the following:
 1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, etc.) for web-based examinations.
 2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
 3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
 4. Students are expected to behave in accordance with the Code of Ethics as set forth by the School of Health Professions and respective programs/professional organizations in an actual clinical setting or in a simulated or demonstration setting in the classroom.
 5. Students are expected to comply with all rules and regulations of the clinical facilities to which they are assigned.

- I am aware that Information Technology (IT) resources at TTUHSC are owned by the State of Texas and administered by the Information Technology Division. TTUHSC will provide access to appropriate central and campus computing resources, and to their attached networks to all members of the TTUHSC community. Users are responsible for managing their use of IT resources and are accountable for their actions relating to information technology security. Details regarding computing ethics and user responsibilities may be found at:
<https://www.ttuhscc.edu/administration/documents/ops/op56/op5601.pdf>

- I agree that my signature below indicates that I understand the above statements and acknowledge my responsibility to read the *Department of Rehabilitation Sciences Student Handbook*, the *School of Health Professions Student Policies* and the *TTUHSC Student Handbook*, and to be familiar with their contents by accessing the aforementioned websites.

- I am aware that entry-level professional programs are accredited by individual accrediting agencies. I am also aware that information related to accreditation standards, compliance, and other information, including information about filing a complaint, can be found on the accrediting agency's website.

 Student's printed name

 Student Signature

 Date

 Signature of Department Representative

 Date

The following pages provide
policy and procedure information that
is specific to educational programs in the
Department of Rehabilitation Sciences

Master of Athletic Training (MAT) Program

This section of the *Student Handbook* describes academic policies and procedures that are specific to the TTUHSC Master of Athletic Training (MAT) program. Student policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

The TTUHSC MAT program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), 6850 Austin Center Blvd., Suite 100, Austin, TX 78731-3184. Website:

<https://caate.net/> Phone: 512-733-9700

Mission and Philosophy

The mission of Texas Tech University Health Sciences Center, School of Health Professions' Master of Athletic Training (MAT) program is to provide a high quality, interprofessional, and evidence-based education to build a strong foundation for a career in athletic training. The MAT program is one of recognized excellence that prepares athletic trainers who demonstrate academic and professional citizenship, make significant contributions to the profession through patient care and a commitment to learning, and improve the health of individuals and communities.

We believe that athletic training has a unique contribution to total health care. The TTUHSC Master of Athletic Training program is designed to prepare students to be contributing members of the profession and the health care delivery system. We are committed to providing opportunities for students to achieve confidence in functioning as responsible athletic training professionals in a broad range of activities, roles and settings in the health care system.

We educate our students to be practitioners in the science and art of athletic training, and to be leaders in both their profession and in the health care delivery system. Students are prepared to be professionals who can modify their methods of health care delivery to meet the changing needs of society and managed care, and can adapt and incorporate changing professional concepts and practices throughout their careers. It is expected that a graduate of our program will exhibit a commitment to lifelong learning and will be capable of teaching patients and others.

MAT Program Outcomes

The comprehensive assessment plan of the MAT program evaluates all aspects of the educational program (quality of instruction, student learning, and overall program effectiveness) and relates to the educational mission, goals and objectives of the program and institution. The Outcomes and Objectives for the MAT program are listed below.

1. *The program fosters an environment of educational excellence*
 - a. Students will find value in the education they receive from the Master of Athletic Training program.
 - b. The faculty and staff will exhibit excellence in teaching and professional involvement (scholarship, clinical practice, and service).
 - c. Students will synthesize the best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.
2. *The program promotes a culture of academic & professional citizenship*
 - a. Students will accept responsibility for personal and professional growth, by participating in activities to promote life-long learning and professional development.
 - b. Students will exhibit qualities related to professional ethics and legal issues as outlined in the National Athletic Trainers' Association (NATA) Code of Ethics and the Board of

- Certification, Inc. (BOC) Standards of Professional Practice, and the Commission on Accreditation of Athletic Training Education (CAATE) Code of Ethics and Code of Professional Conduct.
- c. Students will be competent and safe practitioners of athletic training.
 - d. Alumni will use their athletic training credential in a variety of settings throughout West Texas, the nation and the world.
3. *Students will possess the knowledge, skills and abilities related to the profession of athletic training.*
- a. Students will demonstrate entry-level mastery of the knowledge, skills, and abilities related to the profession of athletic training.
 - b. Students will synthesize the best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.
 - c. Students will promote, support, and participate in interprofessional education and practice.
 - d. Students will demonstrate appropriate oral and written communication skills.

The following assessment strategies are used to measure the level of achievement for the desired outcomes established for our program: 1) Course Evaluations; 2) Clinical Experience Evaluation of Students by their Preceptor; 3) Program Evaluation of Clinical Site; 4) Interprofessional Collaborative Practice course exam; 5) BOC Exam first-time pass rates; 6) Pre-test/Post-test Program Performance, 7) Alumni Survey; 8) Exit Survey; and 9) Maintenance of BOC Credential. Additional tools used for program improvement may include: 1) Competency & Clinical Integration; 2) Domain Area Report for our students from the Board for Certification, Inc. (BOC) exam; 3) Job Placement Rates; 4) Faculty-Developed Rubrics and Evaluative Tools; and 5) Professional Behavior Assessment.

Credentialing Requirements

Graduates of the MAT program will be eligible to sit for the national certification examination for athletic trainers administered by the Board for Certification, Inc. (BOC). State credentialing requirements for practicing athletic training vary from state to state according to athletic training practice acts and state regulations that govern athletic training. A misdemeanor and/or felony conviction may affect a graduate's ability to sit for the certification and licensure examinations and ultimately attain athletic training credentials. Students are encouraged to check with the BOC and specific state credentialing boards for more information regarding any prior convictions as they relate to obtaining athletic training credentials.

Athletic Training Code of Ethics

The National Athletic Trainers' Association (NATA) Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic trainer, but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails. (Reprinted from the National Athletic Trainers' Association, September 28, 2005, Revised 2016)

The entire NATA Code of Ethics may be found on the NATA website:

<https://www.nata.org/membership/about-membership/member-resources/code-of-ethics>

Program Costs, Curriculum, Course Descriptions and Academic Calendar

Refer to the following websites to obtain updated information about the program costs, curriculum, course descriptions and academic calendar for the TTUHSC MAT program:

<http://www.ttuhschool.edu/health-professions/master-athletic-training/>
and

<http://www.ttuhschool.edu/health-professions/catalog.aspx>

Student Services

TTUHSC Student Services is an institutional centralized information office that provides an array of student support services. This office collaborates with the Office of Admissions and Student Affairs for each school, to best offer assistance to aid in the success of all TTUHSC students. Detailed information on the services provided is available on their website:

<http://www.ttuhschool.edu/student-services/>

Athletic Training Student Association (ATSA)

The purpose of ATSA is to provide a means of addressing the external interactions and professional development of the entire student body of the athletic training program at the Texas Tech University Health Sciences Center. The ATSA provides leadership in representing the school at the university, local, state and national level. Emphasis is placed on establishing a foundation for lifelong professional development through involvement in the NATA, community service activities and educational programs. The ATSA must abide by the registration of student organizations policies listed in the *TTUHSC Student Handbook*. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary.

Membership in Athletic Training Organizations

Students are encouraged to join the National Athletic Trainers' Association (NATA), Southwest Athletic Trainers' Association (SWATA), the Texas State Athletic Trainers' Association (TSATA) and the West Texas Sports Medicine Society (WTSMS). Membership is part of the socialization into the profession and will assist students in maximizing their professional potential. Student members receive access to the member-only section of the NATA website, the *NATA News*, *Journal of Athletic Training*, and various other benefits. Membership applications are available online or from a MAT faculty member. Students are responsible for any and all fees and costs associated with membership in those organizations and participation in such organizations is voluntary. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary.

Conference Attendance

The MAT program encourages students to attend national, state and local athletic training conferences. These conferences allow students to become exposed to leaders in the athletic training field. The networking opportunity that students experience will become an invaluable tool in the job hunt. Students are responsible for any and all fees and costs associated with conference attendance, and participation is voluntary.

Academic Advising

Each student is assigned a MAT faculty advisor when they begin the program (students keep the same faculty advisor throughout the program). Each student will meet with his or her faculty academic advisor periodically, at the initiation of the student, faculty advisor or program director. A student who receives a Mid-Term Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor.

Auditing Policy

Persons wishing to audit a class in the Department of Rehabilitation Sciences must gain written permission from the course instructor and program director.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain reasonable standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and the special needs of individual classes. Professional dress is expected of students at all times. At the discretion of the faculty, more casual attire may be worn to lecture and laboratory classes as warranted.

As a part of professional dress, and in compliance with TTUHSC Operating Policy (76.02), students of the TTUHSC MAT program are required to wear, or produce if requested, their student identification (ID) badge at all times while on TTUHSC campuses, and an approved ID badge during Clinical Experiences and Internships.

Since TTUHSC is a public institution in which patients and visitors are present, standards of dress should reflect good judgment. Attention to safety standards and professionalism is important.

The MAT program expects students to dress professional when representing the MAT program at all times. Casual attire is not appropriate for educational activities that occur off-campus or within other academic units housed within TTUHSC. For guest lectures, general medical experiences, or other clinical observations, the instructor or Clinical Education Coordinator will provide specific information as the situation presents itself. For clinical observations and Clinical Experience and Internships, information regarding specific dress codes of the clinical sites will be provided by the Clinical Education Coordinator or Preceptor.

Use of Teaching Laboratories

The Department of Rehabilitation Sciences laboratory space serves many functions (e.g., teaching, research and clinical activities) and is used by many programs. It is important to maintain organization and cleanliness in all lab areas. Specific information is available in each lab regarding proper set up, placement and storage of materials.

Faculty members will determine and implement the proper procedures for the use of all equipment and supplies in the laboratories, as well as the amount of supervision needed by students. This applies to teaching and research activities.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes or clinical practice. Laboratory equipment and supplies may not be used by a student without prior approval and instruction from the faculty. Any equipment used must be returned to its designated location in a clean and sanitary state, and in good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to the physical boundaries of TTUHSC, with one exception. The removal of departmental equipment by a student may be allowed when the removal is related to official class operations and approval is granted by the program director, and is in accordance with the TTUHSC Operating Policy (HSC OP 61.01). Under such conditions, the

student will be financially responsible for the replacement cost of the item(s) in the event of damage, loss or theft.

Students are not permitted to remove any departmental equipment from TTUHSC facilities for personal use.

Essential Functions (Technical Standards)

All students in the Athletic Training program must meet essential functions/technical standards that are necessary to be able to obtain employment. These are established minimum physical and mental guidelines necessary for the MAT program. Prior to matriculation, all students must submit verification of their ability to perform at or above the minimum physical and mental guidelines established by the Department of Rehabilitation Sciences. A list of the essential functions for the MAT program can be found in the MAT section of the School of Health Professions catalog (<http://www.ttuhs.edu/health-professions/catalog.aspx>) or obtained from the MAT program director.

The 504 coordinator in the TTUHSC Office of Student Services will evaluate a student who states he or she could meet the program's essential functions with accommodation(s) and confirm that the stated condition qualifies as a disability under applicable laws. If a student states he or she can meet the essential functions but needs accommodation, then the University will determine whether it agrees that the student can meet the essential functions with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodations would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical educational experiences and internships deemed essential to graduation. Students are required to read and sign the MAT program essential functions/technical standards form and to update their responses on this form if their health status changes. Students who require accommodation to meet the essential functions/technical standards must obtain verification by the authorized institutional office (see above) as defined by the sponsoring institution policy that proper accommodation has been provided for the student to meet the standard.

Professional Behavior Requirements

Students are expected to exhibit professional conduct in all academic and clinical settings, as per the *TTUHSC Student Handbook*, located at:

<http://www.ttuhs.edu/student-services/handbook.aspx>

In addition to the guidelines stated in the *TTUHSC Student Handbook* the behavior of a student enrolled in the Department of Rehabilitation Sciences will be subject to evaluation based on the *Professional Behavior Assessment*. Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate.

Students receiving education in TechLink classrooms are expected to behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior that interferes with these opportunities is considered inappropriate.

Inappropriate behavior may result in a demand that the student leave the class, lab or clinic setting. Students should understand that any faculty member in the Department of Rehabilitation Sciences, even if not directly involved in teaching or facilitating a course, may intervene if inappropriate behavior occurs in an educational setting (e.g., classroom or laboratory). The first incident of inappropriate behavior normally results in the instructor discussing the behavior with the student.

The behavior and behavioral counseling may be documented utilizing the *Professional Behavior Assessment*. Documentation of the counseling session will become a part of the student's file.

A second occurrence of inappropriate behavior may invoke misconduct proceedings to be brought against the offending student, as per the *TTUHSC Student Handbook* which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

The student should be aware that unprofessional behavior may lead to a decision by the program director that the student will not be permitted to enroll in a subsequent clinical experience course until such time that the student consistently exhibits professional behaviors. If deemed necessary, a behavioral agreement that specifies expectations for professional behavior on the part of the student will be developed by the program director. A component of this behavioral agreement may include a requirement that the student repeat ("Recycle") portions of the academic curriculum. The program director and the student will sign this behavioral agreement, and copies of this agreement will be maintained in the student's file and transmitted to the department chair. Failure to meet the standards of the behavioral agreement may result in the student being required to recycle portions of the academic curriculum (to permit monitoring of behaviors) and/or denial of enrollment in a clinical educational experience course, and may ultimately lead to the student being dismissed from the program.

Academic Integrity (including Plagiarism)

Students in Health Professions programs are expected to practice their professions with a commitment to high standards and integrity. This commitment to high standards and integrity is also expected during each student's course of academic and clinical study. Academic misconduct is considered to be any act that is contrary to academic and professional ethics and includes, but is not limited to: cheating, plagiarism, falsification of records, intimidation, and any and all other actions that may distort evaluation of a student's academic performance or achievement, assisting others in such acts, or attempting to engage in such acts.

A student who witnesses academic misconduct or who is approached with an offer to gain unfair advantage or commit academic misconduct is obligated to report that violation to the appropriate authority (See Part II.D). Failure to do so may result in disciplinary action. Faculty and staff are likewise responsible to report academic misconduct in accordance with Part II.D.

Any act of academic/non-academic misconduct may result in assignment of a failing grade to the assignment, failure of the course, or dismissal from the MAT program.

Refer to the *TTUHSC Student Handbook* and MAT course syllabi for additional information.

Social Media Policy

Students are reminded of the need to refrain from posting information about patients and students on social media (e.g., Facebook, Twitter, Instagram, Snapchat, LinkedIn, etc.) that violate patient and student privacy. Disclosure of such information may be a violation of federal HIPAA and/or FERPA laws, and any such violation may subject the student to disciplinary conduct pursuant to the *TTUHSC Student Handbook*. The Department of Rehabilitation Sciences statement regarding Student Interactions with Patients Outside the Scope of Clinical Practice may be found on p. 19 of this handbook. The TTUHSC social media policy can be found at:

<https://www.ttuhs.edu/administration/documents/ops/op67/op6703.pdf>

Classroom Behavior & Computer Use

The MAT program encourages students to bring their computer and/or other electronic device(s) to class and use them for course related activities. However, it is not appropriate to use computers for non-class related purposes while class is in progress. Additionally, faculty have the right to ask students to leave class should they participate in behavior that disrupts learning in class. This includes, but is not limited to, cellular phones, computer games, surfing the web, checking email, viewing YouTube videos, talking, or other activities that may create noise or visual disturbances.

Attendance and Exams

Students are expected to attend all lectures, laboratory exercises and exams. Students are expected to notify the course instructor in advance by personal communication, telephone or e-mail if they are unable to attend a lecture, lab experience or exam; contacting other faculty or staff does not constitute adequate notification. Excessive tardiness or absences from scheduled courses will be considered unprofessional behavior in the context of the *TTUHSC Student Handbook*, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

If a student anticipates missing an exam due to an excused absence, the student must notify the course instructor prior to the beginning of the scheduled test time in order to be allowed to sit for the exam at a later time. If a student misses an exam with an unexcused absence, the instructor of the course has the discretion to decide upon an appropriate course of action, including assigning a score of zero to the student for the missed exam.

Excused absences include illness or crisis situation involving the student or the student's immediate family. Written documentation of the illness or crisis may be required.

Students may be required to make up worked missed as a result of an absence regardless of whether the absence was excused or unexcused. Opportunities to make up work may not be offered if the absence was unexcused.

Resolution of Student-Instructor Complaints

Refer to page 41 of this *Student Handbook* for information about procedures concerning the resolution of student-instructor issues, and page 42 for a form to be used by a student in such situations.

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, technical skills, and attitudes necessary for the practice of athletic training. Clinical Education is an intrinsic part of the preparation process. For this reason, extensive integration of classroom learning with experiences in the clinical setting must occur. This integration develops in two environments: (i) clinical classroom and laboratory preparation to the maximum extent possible, and (ii) education in clinical settings, which must be responsive to the student's individual level of academic preparation and readiness. Students are offered clinical experiences early in their professional education, allowing them the opportunity to continuously integrate their clinical skills with didactic work.

Because athletic trainers serve a diverse patient population in a variety of settings, it is important for students to have opportunities to develop a wide range of entry-level competencies in clinical experience settings emphasizing a large spectrum of athletic training skills and experiences. These clinical experiences are arranged to provide a progression of degree of difficulty and complexity from the simple to more complex.

By providing continuing education to Preceptors and providing students with a diverse clinical education background, the MAT program prepares athletic training graduates to meet the needs of prospective patients.

In selection of clinical sites, the quality of patient care and the enthusiasm of the staff for working with students are more important than the size of the department or center. Even in small centers, an interdisciplinary approach is important. Athletic trainers must function as an integral part of the health care team.

General Information about Clinical Education and Clinical Experience Courses

MAT Clinical Experiences are scheduled throughout the curriculum and allow students to reinforce and test the knowledge and attitudes presented in the classroom. These Clinical Experiences are typically in the afternoon of the Fall and Spring semesters. The specific schedule is determined by the site a student is assigned. Available assignments are determined by contractual arrangements between the department and facility. Additionally, all students participate in Clinical Immersion each long semester in the program. For Clinical Experience I-III this is a one week experience, and for Clinical Experience IV this is an approximately five week experience. During Clinical Immersion, students are expected to participate fully in the daily work life of the preceptor to whom they are assigned. Students must pass a Criminal Background Check in order to participate in clinical experiences.

The student is responsible for all costs associated with Clinical Experiences, including, but not limited, to tuition and fees, transportation, housing, meals, uniforms, criminal background checks and other incidental expenses.

The MAT program clinical education component consists of a minimum of four Clinical Experiences designed to prepare and expose the student to a variety of applied settings in athletic training, which may include but is not limited to:

1. University / Collegiate (e.g. NCAA Division I & II, NAIA, and NJCAA)
2. High School / Middle School / Interscholastic
3. Clinic / High School Outreach
4. Physician's Office / Surgical Exposure
5. General Medical Exposure (non-orthopaedic and non-sport)

Practicing athletic training facilities in the Lubbock and surrounding area will be used for Clinical Experiences I-IV. The variety of clinical sites provides each student exposure to male and female patients, injuries to the upper and lower extremities, general medical conditions, and sports that require various types of equipment.

The MAT Clinical Education Coordinator (with concurrence from the MAT program director) assigns students to sites for Clinical Experiences with consideration for educational goals and objectives. Considerations in this recommendation can include, but are not limited to: the student's academic performance, completion of program requirements, demonstration of adequate professionalism and behaviors indicative of the ability to be effective and productive during clinical training, including problem-solving ability and critical thinking. Detailed information for student placement is provided by the MAT Clinical Education Coordinator during the first Summer semester.

Students on Clinical Experience assignments are expected to follow safety procedures of the clinical site, plus any other requirements deemed important by the Clinical Education Coordinator and/or Preceptor for a specific clinical site. Behaviors observed during the professional curriculum are taken to be a measure of a student's readiness for Clinical Experience courses.

Emergency Cardiac Care (ECC)

All athletic training students must maintain proof of current Emergency Cardiac Care (ECC). Emergency Cardiac Care must include the following: adult & pediatric CPR, airway obstruction, second rescuer CPR, automated external defibrillator (AED) and barrier devices (e.g., pocket mask, bag valve mask). Providers are those adhering to the most recent *International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care*. For additional information, please see the Board of Certification, Inc. (BOC) website:

<http://www.bocatac.org/athletic-trainers#ecc-overview>

Clinical Experience Policies: Assorted

The following policies will be further discussed during the first summer semester, and re-visited at the beginning of each Clinical Experience course. The entire policy and signature pages are included with this document.

1. Criminal Background Check: per TTUHSC policy, all students are required to pass a criminal background check prior to matriculating in the institution and going on their first clinical experience. The cost of a Criminal Background Check is the responsibility of the student. Failure to pass a criminal background check may impact your ability to complete the MAT program and obtain certification and licensure. Policy specifics and signature pages are available under HSC OP 10.20 on the following website:
<https://www.ttuhs.edu/administration/documents/ops/op10/op1020.pdf>
Additionally, MAT students assigned to preceptors in the Lubbock Independent School District (LISD) must pass the LISD criminal background check before the start of each semester assigned. There is no cost to the student for the LISD background check.
2. Student Consent and Authorization to Release Information for Student Clinical Experience or Fieldwork: per School of Health Professions policy, in compliance with FERPA each student must provide written authorization for the MAT program to communicate with clinicians where the student is assigned for his/her clinical experience. The policy and signature forms are included on page 43 of this document.
3. Clinical Supervision Policy: The Athletic Training Student (ATS) must follow the supervision guidelines set forth in the CAATE Standards for accreditation. Detailed information will be discussed by the Clinical Education Coordinator prior to the first clinical experience.

Clinical Hours Policy

Students completing clinical education experiences as a part of the clinical education component of the TTUHSC MAT program should accrue not less than the following minimum and maximum hours. For semesters that include Clinical Immersion, clinical hours are as follows:

1. For Clinical Experience I, II, and III, 233 hours minimum/373 hours maximum.
2. For Clinical Experience IV, 167 hours minimum/267 hours maximum.

In the event that a student does not complete the minimum required hours, there shall be a 10% deduction from their course score for the associated Clinical Experience course. Furthermore, any student who does not complete the minimum number of hours in a Clinical Experience course is subject to being placed on academic probation. (A student not meeting the minimum hours due to an unforeseeable situation on the part of the preceptor or site may result in a warning letter.) If the student fails to meet the minimum number of hours in any combination of the Clinical Experience courses for a second time, the student is subject to receiving a course grade of "F" for the clinical experience course and may not be permitted to progress within the program until that clinical experience course has been successfully repeated with a course grade of "C" or better.

Additionally, any student who accrues more than the maximum number of hours for two subsequent semesters will be removed from the clinical assignment and not permitted to accrue any further experience hours for the duration of the semester following the semester of the infraction. Clinical experience hours accrued outside of the typical 15 week semester (i.e. prior to

the start or after the completion of the term) and during Clinical Immersion will not be considered in such total calculations.

Consensual Relationships

Consensual relationships between a student and a supervisor, patient or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience; (2) exploiting subordinate faculty, staff, employees or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites and the individuals to the risk of liability.

Therefore, the MAT program strictly prohibits any type of such relationship as described above whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationships develop, faculty, staff, Preceptors and MAT students who become aware of the relationship have the obligation to disclose the existence of the relationship to the program director. Furthermore, a relationship between a MAT student and a high school student or minor at any clinical site with whom the MAT program has a clinical contract is strictly prohibited during the entire time that the MAT student is enrolled in the MAT program. Violation of this prohibition may result in dismissal from the program.

Adapted from TTUHSC OP 70.55 Consensual Relationships - Faculty, Staff, and Residents.

Summer Internships and Camps

Students are not required to complete an internship or work summer camp for the MAT program; however we understand that many students may want to explore these opportunities. It is the responsibility of MAT students to know the athletic training practice acts in the states where they may conduct clinical internships and/or summer camps. There are state practice acts that define "athletic training student" as those acting as part of an accredited educational program and thus those individuals who meet this definition are protected by statute. If clinical internships and/or summer camps are not a formal part of the CAATE accredited program (which they are not for the MAT program), and students are not currently enrolled in a clinical course then they are NOT by state statute considered to be an athletic training student protected by state statute and are therefore practicing without a credential. It is important that students not practice athletic training without an appropriate state credential. For those opportunities where students would violate the practice act, a student needs to consider the alternative optional summer practicum course. Students are encouraged to discuss with program faculty their interest in internship and/or summer camp opportunities well in advance to avoid placing themselves in violation of state practice acts and subject to professional sanctions for unregulated practice; this could impact a student's ability to sit for the BOC exam.

Optional Summer Practicum Scheduling Policy

Any student wishing to complete the optional HPAT 5098 Practicum in Athletic Training course at a clinical site that does not have a current affiliation agreement with the TTUHSC MAT program is required to discuss his or her plans and intentions with the designated MAT Program faculty as early as possible during the Spring semester preceding the intended experience. Sites that do not have a current affiliation agreement in place with the MAT program may still be considered as potential options for experience; however, it will be necessary to have a signed affiliation agreement in effect on or before May 20th in order for that potential site to be used. It is the student's responsibility to make sure that the necessary information to develop an affiliation

agreement is provided to the designated MAT faculty member. Affiliation agreements require legal review that may introduce delays, so planning ahead is imperative.

In the event that an affiliation agreement cannot be established between the proposed site and the TTUHSC MAT program by the proposed start date, the student will have the option of either dropping the Practicum course or being reassigned to a site with which the TTUHSC MAT program already has a current affiliation agreement in place. Although the MAT program will make every attempt to assist the student in these instances, such re-assignment cannot be guaranteed and will be made on an as-available basis.

Clinical Experience Courses: Course Grade of "D" or "F" Results in Recycling or Dismissal

Students enrolled in Clinical Experience courses receive a letter grade ("A", "B", "C", "D" or "F"). A passing course grade is "C" or higher. A student may receive a course grade of "D" or "F" for a Clinical Experience course for any of the following reasons:

1. Failure to maintain and present all of the appropriate documentation to the clinical education facility in a timely fashion as required by that facility. The documentation required varies from facility to facility, but typically includes:
 - a. Evidence of current immunizations for Hepatitis B, Tdap (Tetanus, Diphtheria, Pertussis) and MMR (Measles, Mumps, Rubella/Rubeola).
 - b. TB (tuberculosis) test result.
 - c. Personal medical/health insurance.
 - d. Current Emergency Cardiac Care.
 - e. Proof of professional liability insurance (from the institution).
 - f. Criminal Background Check documentation.
2. Failure to meet all requirements set forth by a clinical education facility for students receiving clinical education at their site (e.g., failure of a facility required drug test, failure to adhere to dress code, etc.).
3. Failure to complete course objectives as specified in the Clinical Experience course syllabus.
4. Unsafe or unprofessional behavior at the clinical site.

If a student receives a course grade of "D" or "F" in a Clinical Experience course due to unsafe or unprofessional behaviors, the program director and/or Clinical Education Coordinator reserve the right to deny the student a recycling opportunity. In such situations, the student is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MAT Program" section below).

A student who receives a course grade of "D" or "F" in a Clinical Experience course is required to recycle the course if he or she is academically eligible to do so (i.e., no previous recycling of a course and otherwise in good academic standing), provided the reasons are not due to unsafe or unprofessional behaviors, in which case the student is subject to dismissal from the program. Criteria that constitute successful recycling of a Clinical Experience course will be specified in a "Recycling Requirements Document" that will be written by the program director with input from the Clinical Education Coordinator.

A student who is in the process of grieving dismissal from the MAT program is not allowed to participate in a clinical education course.

Academic Probation

A student will be placed on Academic Probation for failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a

student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal, with an exception in the first academic year of the program. The exception is as follows: if this academic standard is not met during both of the first and second semesters (Summer and Fall), the student will be granted one additional semester to raise his or her cumulative GPA to 2.70 or higher (refer to "Dismissal from the MAT Program" section below).

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MAT Program" section below).

Recycling

Recycling in the MAT program is the re-taking of an entire course in which the student received a course grade of "D" or "F" (didactic or Clinical Experience course). For a course to be successfully recycled, a passing course grade of "C" or better for academic courses and Clinical Experience courses must be obtained the next time the course is offered in the student's curriculum. A student who refuses to recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MAT Program" section below).

A student enrolled in the MAT program is allowed to recycle only one time.

The MAT curriculum is designed for course work to be taken in sequence. Therefore, a student is not permitted to advance academically in the MAT curriculum until the student has successfully recycled the course in which he or she was found to be academically and/or clinically deficient. This requires the student to not be enrolled in the curriculum for one full academic year until the course that needs to be recycled is taught again.

Recycling Requirements Document

Criteria that constitute successful recycling of academic and/or clinical education deficiencies will be specified in a "Recycling Requirements Document" that will be written by the program director. The student is required to re-take and earn a passing grade in the course(s) for which the student received a grade of "D" or "F." A recycling student who fails to meet all requirements for a passing grade ("C" or higher) as specified by the course syllabus for any of the required recycled/audited courses will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MAT Program" section below).

Other Considerations With Respect to Recycling

After successfully recycling, a student is subject to dismissal on grounds of academic deficiency if there are any instances of subsequent academic and/or clinical deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the MAT Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Both the original and recycled course grades (but not grades in audited courses) are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website:

<http://www.ttuhs.edu/student-services/handbook.aspx>

Dismissal from the MAT Program

A student enrolled in the MAT program is subject to dismissal for any of the following reasons:

1. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters, with an exception in the first academic year of the program. The exception is as follows: if this academic standard is not met during both of the first and second semesters (Summer and Fall), the student will be granted one additional semester to raise his or her cumulative GPA to 2.70 or higher.
2. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
3. After receiving a course grade of "D" or "F" in a course, refusal to sign a "Recycling Requirements Document" or refusal to recycle/audit courses specified in "Recycling Requirements Document" (see section on "Recycling").
4. Failure to meet all requirements specified in the "Recycling Requirements Document."
5. Receiving a course grade of "D" or "F" in any course after successfully recycling.
6. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling.
7. Receiving a course grade of "D" or "F" in a Clinical Experience course due to unsafe practices and/or unprofessional behavior as documented by the Preceptor.
8. Unsafe practices, unprofessional behavior and/or illegal activity related to patient contact as documented by the Preceptor and program.
9. Based upon a complaint of misconduct as set forth in the *TTUHSC Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Steps for Resolution of MAT Student-Instructor Complaints

1. If a student perceives a problem in his or her interactions with an instructor, or with the instructor's assessment of the student's academic performance, the student may initiate a formal process aimed at resolving the problem, with the understanding that the student represents only himself or herself, and does not represent a group of students or the entire class.
2. It is the student's responsibility to schedule an appointment with the instructor. The student will meet privately with the instructor (or by phone if student is at another campus) to discuss the problem(s). Upon request for an appointment, the instructor will make every effort to meet with the student in a timely manner. The "MAT Program Problem Solving Session Worksheet" (see next page) is to be completed by the student and brought to the appointment. The student completes the appropriate sections of the worksheet. The remaining parts of the form will be completed by the instructor during the meeting. The instructor and the student will sign the form and the student will receive a copy of the completed form.
 - If a resolution is agreed upon by the instructor and the student, the instructor documents on the form the conditions by which the problem was resolved. The matter is considered to be resolved at this point.
 - If either party does not abide by the conditions of the resolution, the instructor or student are to contact the program director. If the program director is the instructor, the department chair will be notified.
 - If the student believes the concern has not been resolved at the meeting with the instructor, or that the instructor has not met with the student within an appropriate time frame, then the student should schedule a meeting with the program director to discuss the issue. It will be the student's responsibility to make the appointment with the program director. The program director has the discretion of inviting the instructor to the meeting with the student. A signed "Problem Solving" worksheet must be provided by the student to the program director before or during the meeting, in order to document that the process outlined above has been followed. After the program director meets with the student, the program director will meet with the instructor to review the concerns. The program director will make every effort to resolve the problem(s) in a fair and judicious manner. The substantive contents of these meetings will be documented in writing by the program director.

MAT Program Problem Solving Session Worksheet

Appointment Date: _____

Student name: _____ Instructor name: _____

Prior to the appointment, the student completes sections 1 and 2 of this worksheet. Sections 3 and 4 are completed by the instructor during the meeting.

1. Student's statement of problem (to be filled in by student):

2. Student's suggested solution for the problem (to be filled in by student):

3. Instructor's comments (to be filled in by instructor):

4. Plan for resolution. Include timeline, goals, etc., as appropriate (to be filled in by instructor):

In signing this form, the student acknowledges that a meeting with the instructor has occurred and the above information was discussed. The student signature does not necessarily indicate that the student agrees with the resolution proposed by the instructor. The student is to be provided a copy of this completed form.

Student signature

Date

Instructor signature

Date

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER ("TTUHSC")
School of Health Professions**

**Student Consent and Authorization to Release Information for
Student Clinical Experience**

Print Student Name: _____

I understand that in order for me to participate in a clinical experience or fieldwork, as required by the TTUHSC School of Health Professions to complete my degree, it may be necessary for TTUHSC and a Clinical Affiliate to share and exchange information from my student education record. A "Clinical Affiliate" means an outside (non-TTUHSC) facility, such as a clinic, hospital or other facility, where I will be assigned to participate in an educational experience with a Preceptor who will provide clinical education appropriate to my profession.

I hereby give my consent and grant authorization to TTUHSC, including but not limited to Administrators, Faculty and Staff thereof, to release or disclose, by written, electronic or oral means, information from my student education record regarding my academic and clinical performance to a Clinical Affiliate(s). The reason for this release or disclosure is for the purpose of meeting my individual needs, evaluating my academic and clinical performance, and determining my successful completion of the clinical experience or fieldwork. Relevant information that may be provided to the Clinical Affiliate(s) where I am assigned includes, but is not limited to, health information, information related to a mental or emotional condition or disorder (such as alcoholism, drug addiction, learning disabilities), and disciplinary information.

I understand that I have the right to not consent to the release of this information. If I refuse to consent, I understand I may not be able to complete my clinical requirements for graduation. I further understand that I have the right to be notified about the release of information to a Clinical Affiliate(s) upon request. I agree that this consent shall remain in effect until I send a written revocation and it is received by the chair of the TTUHSC Department of Rehabilitation Sciences.

I agree that TTUHSC shall not be held responsible for the use or re-disclosure of information by the Clinical Affiliate(s), and I hereby release and hold harmless TTUHSC, its employees, agents and personnel acting on its behalf, from any and all liability for damages of whatever kind of nature which may at any time result from this consent and authorization.

Student signature

Date

Witness signature

Date

Master of Occupational Therapy (MOT) Program

This section of the *Student Handbook* describes academic policies and procedures that are specific to the TTUHSC Master of Occupational Therapy (MOT) program. Student policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Accreditation

The MOT Program at TTUHSC is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Contact information is as follows: 4720 Montgomery Lane Suite 200, Bethesda, MD 20814-3449; (301) 652-2682; <https://www.aota.org/Education-Careers/Accreditation.aspx>.

Program Costs, Curriculum, Course Descriptions and Academic Calendar

Refer to the following websites to obtain updated information about the program costs, curriculum, course descriptions and academic calendar for the TTUHSC MOT program:

<http://www.ttuhs.edu/health-professions/master-occupational-therapy/>

and

<http://www.ttuhs.edu/health-professions/catalog.aspx>

Mission

The mission of the TTUHSC MOT Program is to provide students with a strong foundation in clinical reasoning, knowledge, and skills to become competent occupational therapists who improve the health of individuals and communities. Academic and professional citizenship of students is cultivated through mentorship in scholarly activities.

Philosophy Statement

Beliefs about Humans

Human beings possess a unique array of interests, values, skills, abilities, and experiences which influence the way one perceives, chooses, and engages in various, meaningful activities (also called occupations). Occupations are the ordinary and familiar things that people do everyday. The selection of and engagement in these meaningful activities contributes to one's identity, health, and well-being.

Belief about the Nature of Learning

Human beings learn through, and are shaped by, experiences throughout their lives. Opportunities for learning occur in many ways, such as acquiring knowledge, skill development, or personal growth. Through these varied experiences, changes in a person's knowledge, abilities, behavior, and attitudes occur

Beliefs about the Nature of Occupational Therapy

Occupational therapy is the art and science of helping people do the day to day activities that are important and meaningful to them. Engagement in valued occupations is used in treatment to facilitate health and well-being. Valued occupations include the following areas: self-care, learning, work, play, leisure, social participation, and sleep/rest.

Occupational therapists work collaboratively with individuals, families, caregivers, and other groups whose life patterns and ability to engage in valued occupations have been altered as a result of various circumstances (i.e. cognitive or developmental problems, injury or illness, social or emotional deficits, or the aging process). Occupational therapists apply their clinical reasoning as they plan, direct, perform and reflect on client care. The focus of occupational therapy is to facilitate

the individual's ability to participate in meaningful, purposeful activities (occupations) at home, school, workplace, community, and various other settings.

Occupational therapy practice areas and settings:

- Acute Care
- Assistive technology
- Burn centers
- Case management
- Community health practice
- Driver rehabilitation
- Early intervention services
- Ergonomics consultation
- Hand rehabilitation
- Health and wellness consultation
- Home health
- Home modifications access
- Hospice services
- Hospitals
- Low vision services
- Mental health
- Nursing homes
- Private practice
- Psychosocial needs of youth
- Rehabilitation centers (inpatient and outpatient)
- Schools
- State Supported Living Centers

Curriculum Design

- G Grounded in Bloom's Taxonomy
- O Occupation-based approaches

- T Teamwork in scholarship and practice
- E Education of future professionals
- C Clinical Reasoning/Case Mapping
- H Hands on learning

The curriculum of the occupational therapy program is shaped by two guiding frameworks. Bloom's levels of learning serve as framework that faculty utilize to inform and guide the student learning process. Students develop critical thinking skills as concepts are introduced and reintroduced in increasing complexity. The other framework consists of the following six curriculum threads: Fundamental Concepts, Theoretical Foundations, Clinical Reasoning, Research Methods, Occupational Therapy Processes, and Professional Practice. These curriculum threads further focus the development of the students' knowledge, skills, attitudes, and behaviors with respect to the profession of occupational therapy. The program fosters the development of each student's clinical reasoning and professionalism through a combination of didactic and experiential processes.

Curriculum Threads

Student Learning Goals

Fundamental Concepts

- Students will be able to identify, describe, and summarize the biological, physical, social, and behavioral factors that affect a person's engagement in occupation across the lifespan.

- Students will be able to demonstrate clear, effective written and verbal communication.
- Students will be able to analyze the effects of physical and mental health, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance.

Theoretical Foundations

- Students will be able to describe and discuss history, theories, practice models, and frames of reference that are used in occupational therapy.
- Students will be able to apply theoretical constructs to evaluation and intervention with various types of clients and practice contexts.
- Students will be able to analyze historical, theoretical, and sociopolitical influences on practice.
- Students will be able to integrate occupation based theories, practice models and frames of reference to guide occupational therapy processes.

Clinical Reasoning

- Students will be able to describe clinical reasoning concepts in relation to occupational processes.
- Students will apply active learning, concept mapping, case mapping, clinical problem solving, and documentation exercises to develop clinical reasoning strategies.
- Students will be able to distinguish the importance of therapeutic use of self, the environment, and occupation/activity to identify the needs of the client and facilitate relationships with others.
- Students will be able to integrate clinical reasoning skills to work collaboratively to meet the occupational needs of individuals or groups.

Research Methods

- Students will be able to understand quantitative and qualitative research methods and describe the importance of research to the profession of occupational therapy.
- Students will apply active learning, concept mapping, case mapping, clinical problem solving, and documentation exercises to develop clinical reasoning strategies.
- Students will be able to plan, conduct, and analyze entry-level research that is relevant to occupational therapy practice.
- Students will be able to synthesize, evaluate, and disseminate findings of research to inform occupational therapy practice.

Occupational Therapy Processes

- Students will be able to explain the meaning and dynamics of occupation and activity to include areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors.
- Students will be able to select and administer relevant occupational therapy screenings, assessments, and intervention methods based on client needs and contextual factors.
- Students will be able to interpret results of occupational therapy screenings and assessments to formulate the therapeutic intervention plan and method of service delivery.
- Students will be able to synthesize the occupational therapy process (from referral to discharge), client needs, and contextual factors to support the client's participation in valued occupations.

Professional Practice

- Students will be able to discuss the importance of advocacy, safety, professional ethics, values, and responsibilities.
- Students will adhere to ethical standards and safety regulations.
- Students will be able to analyze supervisory, ethical, and organizational issues and responsibilities to support professionalism in practice.
- Students will be able to synthesize and evaluate their professional role in varied settings to foster the process of reflective practice and a spirit of life-long learning.

Program Goals and Objectives

1. TTUHSC MOT students will possess clinical reasoning, knowledge and skills required for competent occupational therapy practice.
2. TTUHSC MOT students and faculty will improve the health and well-being of people through the provision of occupational therapy services and healthcare education.
3. TTUHSC MOT students and faculty will practice professional citizenship through community outreach.

Program Outcomes and Measurements

The MOT Program has established the following learning outcomes for the students:

1. Students will be able to plan and apply occupational therapy evaluations and interventions to address the physical, cognitive, psychosocial, sensory and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities.
2. Students will be prepared to articulate and apply occupational therapy evidence-based interventions.
3. Students will develop and implement population-based service that addresses occupational needs of a community organization.
4. Graduates achieve entry-level competence through a combination of academic and fieldwork education that provide broad exposure to delivery models and occupational therapy practice settings.

The following resources are used to measure the level of achievement for the desired outcomes established for our program: 1) Graduation & Attrition Rates; 2) Fieldwork Performance Evaluation for the Occupational Therapy Student; 3) Occupational Therapy Knowledge Exam (provided by the National Board for Certification in Occupational Therapy) results; 4) National Board for Certification in Occupational Therapy (NBCOT) exam results; 5) Graduate surveys; 6) Student surveys; 7) Employer surveys; 8) Job placement rates; and 9) Faculty developed rubrics and evaluative tools.

Certification and Licensure Requirements

Graduates of the MOT program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure to practice. However, state licenses are usually based on the results of the NBCOT certification exam. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Occupational Therapy Code of Ethics

Preamble

The 2015 Occupational Therapy Code of Ethics (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be individuals, groups, families, organizations, communities, or populations.

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and Standards of Conduct that apply to AOTA members.

The entire AOTA Code of Ethics may be found on the AOTA website:

<https://www.aota.org/About-Occupational-Therapy/Ethics.aspx>

Student Services

TTUHSC Student Services is an institutional centralized information office that provides an array of student support services. This office collaborates with the Office of Admissions and Student Affairs for each school, to best offer assistance to aid in the success of all TTUHSC students.

Detailed information on the services provided is available on their website:

<http://www.ttuhs.edu/student-services/>

Student Occupational Therapy Association (SOTA)

The Student Occupational Therapy Association (SOTA) is a student led, service oriented organization that strives to promote occupational therapy as a growing evidence-based profession. SOTA offers opportunities for community service, social events, leadership, and professional development. A faculty member serves as a sponsor (advisor). All MOT students are encouraged to join SOTA. The TTUHSC SOTA is noted for its creativity, resourcefulness, and quality of activities. The SOTA must also abide by the registration of student organizations policies listed in the *TTUHSC Student Handbook*. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary. Detailed information about the organization is available on the SOTA webpage:

<https://www.ttuhs.edu/health-professions/student-occupational-therapy-association/>

Professional Societies and Student Membership

Students are encouraged to join the American Occupational Therapy Association and the Texas Occupational Therapy Association. Membership is part of the socialization into the profession. Students who are members of these professional associations receive access to the member section of the association web site, online newsletters, discounted conference fees and access to resources that facilitate their understanding of the profession. Students who are members of AOTA can obtain a discount on books published by AOTA.

Pi Theta Epsilon

Pi Theta Epsilon is the honor society for occupational therapy. The purpose of the organization is to support the development of occupational sciences and the practice of authentic occupational therapy by promoting research and other scholarly activities by its members. Our chapter, Alpha Epsilon, is part of the national Pi Theta Epsilon honor society system recognized by the American Occupational Therapy Foundation. Membership is limited to not more than 35% of the current class and students with a 3.5 cumulative grade point average while enrolled in the MOT program. Pi Theta Epsilon must also abide by the registration of student organizations policies listed in the *TTUHSC Student Handbook*.

Professional Development / Academic Advising

Professional development, including academic advising, is an important part of each student's experience throughout the TTUHSC MOT Program, beginning at orientation. The Professional Development Portfolio is designed to encouraged exposure to various professional development opportunities including: knowledge, interpersonal skills, ethical reasoning, critical reasoning, performance skills, and professional responsibility. As a part of the professional development

program, each student is paired with a MOT faculty advisor when they begin the program. Each student meets with his or her faculty advisor periodically, at the initiation of the student, faculty advisor or program director. The focus of these meetings are to guide students as they develop both academically and professionally. Each Fall semester, the student meets with his or her faculty advisor and completes the "Generic Abilities Advising" form, a standardized advising tool used to encourage self-assessment/assessment for the student. This tool creates a framework for students and advisors to discuss the student's progression through the MOT program as well to foster development of professional behaviors. Additionally, a student who receives a Mid-Term Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor. Students are encouraged to communicate openly with their faculty advisor whenever the need arises.

A student who receives a Mid-Term Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor. Additional meetings occur during other times of the year at the initiation of the student, faculty advisor or program director.

Auditing Policy

Persons wishing to audit a class in the Department of Rehabilitation Sciences must gain written permission from the course instructor and program director.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain reasonable standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and the special needs of individual classes. Professional dress is expected of students at all times. At the discretion of the faculty, more casual attire may be worn to lecture and laboratory classes as warranted. See the course syllabus for more specific details.

Since TTUHSC is a public institution in which patients and visitors are present, standards of dress should reflect good judgment. Attention to safety standards and professionalism is important.

Casual attire is not appropriate for educational activities that occur off-campus. For clinical observations and internships, information regarding specific dress codes of the clinical sites will be provided by the clinical coordinator.

Use of Teaching Laboratories

The Department of Rehabilitation Sciences laboratory space serves many functions (e.g., teaching, research and clinical activities) and is used by many programs. It is important to maintain organization and cleanliness in all lab areas. Specific information is available in each lab regarding proper set up, placement and storage of materials.

Faculty members will determine and implement the proper procedures for the use of all equipment and supplies in the laboratories, as well as the amount of supervision needed by students. This applies to teaching and research activities.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes or clinical practice. Laboratory equipment and supplies may not be used by a student without prior approval and instruction from the faculty. Any equipment used must be returned to its designated location in a clean and sanitary state, and in good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to

report equipment malfunctions. Loss, abuse or suspected theft of equipment or supplies should be reported to the faculty immediately.

Use of departmental equipment by students is confined to the physical boundaries of TTUHSC, with one exception. The removal of departmental equipment by a student may be allowed when the removal is related to official class operations and approval is granted by the program director or course instructor, and is in accordance with the TTUHSC Operating Policy (HSC OP 61.01). Under such conditions, the student will be financially responsible for the replacement cost of the item(s) in the event of damage, loss or theft.

Students are not permitted to remove any departmental equipment from TTUHSC facilities for personal use.

Essential Functions / Technical Standards

The MOT program at Texas Tech University Health Sciences Center is a rigorous and intense program that places specific professional, intellectual, physical and social requirements and demands on the students enrolled in the programs. 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 with physical and psychosocial impairments. The essential functions set forth by the MOT program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies for entry-level practice. Ability to meet these essential functions is required for admission to the MOT program and must be maintained throughout the time a student is enrolled in the program. These standards are subject to amendment based on changes in health care/scope of practice.

Accepted applicants for the MOT program will be required to verify that they understand and meet these essential functions, or that they believe that with reasonable accommodations they can meet the standards.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for students with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the MOT program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

There are two separate and distinct components in the curriculum for the MOT program. There is an academic didactic (classroom) component and a clinical/fieldwork component.

Accommodations in place for the didactic component may not be available for the clinical component in the curriculum.

To successfully complete the didactic and clinical/fieldwork portion in the MOT program, a student must meet the following essential functions:

1. Observation

- Observe a patient's/client's activity and behavior accurately during assessment and treatment procedures.
- Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients/clients.

2. Communication

- Communicate professionally (orally and in writing) as required for course work and clinical/fieldwork placements to ensure patient/client safety.
- Complete clinical instructions and maintain productivity standards in a timely manner according to facility guidelines for safe and effective entry-level patient care.
- Use technology to meet requirements of courses and clinical/fieldwork placements (e.g., computer skills including but not limited to internet access, word processing and spreadsheet programs, learning management systems, and electronic health records).

3. Cognition

- Comprehend, integrate and synthesize a large body of information in a short period of time.
- Read, comprehend, record and interpret information accurately from diagnostic tests, equipment and patient/client records to ensure patient safety.
- Accurately self-assess clinical/fieldwork skills and academic performance.

4. Social Behavioral Skills

- Demonstrate respect for individual, social and cultural differences in fellow students, faculty, staff, patients/clients and patient's/client's families during clinical/fieldwork and academic interactions.
- Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical/fieldwork situations.
- Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity and professionalism in all interactions and situations.

5. Motor Skills

- Sustain necessary physical activity level required for classroom and clinical/fieldwork activities during the defined workday.
- Efficiently manipulate testing and treatment environment, materials and equipment.
- Access transportation to attend academic courses and clinical/fieldwork placements.

Social Media Policy

Students are reminded of the need to refrain from posting information about patients and students on social media (e.g., Facebook, Twitter, Instagram, Snapchat, LinkedIn, etc.) that violate patient and student privacy. Disclosure of such information may be a violation of federal HIPAA and/or FERPA laws, and any such violation may subject the student to disciplinary conduct pursuant to the *TTUHSC Student Handbook*. The TTUHSC social media policy can be found at:

<https://www.ttuhsu.edu/administration/documents/ops/op67/op6703.pdf>

Professional Behavior Requirements

Students are expected to exhibit professional conduct in all academic and clinical settings, as per the *TTUHSC Student Handbook*, located at:

<http://www.ttuhsu.edu/student-services/handbook.aspx>

In addition to the guidelines stated in the *TTUHSC Student Handbook*, the behavior of a student enrolled in the Department of Rehabilitation Sciences will be subject to evaluation based on the *Generic Abilities*, described on page 19 of this *Student Handbook*. Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate.

Students receiving education in TechLink classrooms are expected to behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior that interferes with these opportunities is considered inappropriate.

Inappropriate behavior may result in a demand that the student leave the class, lab or clinic setting. Students should understand that any faculty member in the Department of Rehabilitation Sciences, even if not directly involved in teaching or facilitating a course, may intervene if inappropriate behavior occurs in an educational setting (e.g., classroom or laboratory). The first incident of inappropriate behavior normally results in the instructor discussing the behavior with the student. The behavior and behavioral counseling may be documented utilizing the *Generic Abilities*. Documentation of the counseling session will become a part of the student's file.

A second occurrence of inappropriate behavior may invoke misconduct proceedings to be brought against the offending student, as per the *TTUHSC Student Handbook*, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

The student should be aware that unprofessional behavior may lead to a decision by the program director that the student will not be permitted to enroll in a subsequent clinical educational experience course until such time that the student consistently exhibits professional behaviors. If deemed necessary, a behavioral agreement that specifies expectations for professional behavior on the part of the student will be developed by the program director. A component of this behavioral agreement may include a requirement that the student repeat ("Recycle") portions of the academic curriculum. The program director and the student will sign this behavioral agreement, and copies of this agreement will be maintained in the student's file and transmitted to the department chair. Failure to meet the standards of the behavioral agreement may result in the student being required to recycle portions of the academic curriculum (to permit monitoring of behaviors) and/or denial of enrollment in a clinical educational experience course, and may ultimately lead to the student being dismissed from the program.

Classroom Behavior & Computer Use

The MOT program encourages students to bring their laptop to class and use them for course related activities. However, it is not appropriate to use computers for non-class related purposes while class is in progress. Additionally, faculty have the right to ask students to leave class should they participate in behavior that disrupts learning in class. This includes, but is not limited to, pagers, cellular phones, computer games, surfing the web, checking email, viewing YouTube videos, talking, or other activities that may create noise or visual disturbances.

Attendance and Exams

Students are expected to attend all lectures, laboratory exercises and exams. Students are expected to notify the course instructor in advance by personal communication, telephone or e-mail if they are unable to attend a lecture, lab experience or exam; contacting other faculty or staff does not constitute adequate notification. Refer to the course syllabi for specific information about attendance requirements and consequences for unexcused absences and tardiness. Excessive tardiness or absences from scheduled courses will be considered unprofessional behavior in the context of the *TTUHSC Student Handbook*, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

If a student anticipates missing an exam due to an excused absence, the student must notify the course instructor prior to the beginning of the scheduled test time in order to be allowed to sit for the exam at a later time. If a student misses an exam with an unexcused absence, the instructor of the course has the discretion to decide upon an appropriate course of action, including assigning a score of zero to the student for the missed exam.

Resolution of Student-Instructor Complaints

Refer to page 58 of this *Student Handbook* for information about procedures concerning the resolution of student-instructor issues, and page 59 for a form to be used by students in such situations.

Fieldwork Education

Fieldwork education is an integral aspect of the MOT program. Students must pass a Criminal Background Check, maintain immunizations, and complete annual tuberculosis testing in order to participate in clinical experiences. Students may also be required to pass a drug screen (requirements may vary for each fieldwork site). The student is responsible for fees related to a Criminal Background Check, drug screening and immunizations

Students must be approved for Fieldwork placement by the program director and Academic Fieldwork Coordinator. Considerations in this recommendation include student's academic performance, completion of program requirements, demonstration of adequate professionalism and behaviors indicative of the ability to be effective and productive during clinical training, including problem solving ability and critical thinking.

Students on Fieldwork placements are expected to follow safety procedures of the clinical site, plus any other requirements deemed important by the Academic Fieldwork Coordinator and/or Fieldwork Educator for a specific clinical site. Behaviors observed during the professional curriculum are taken to be a measure of a student's readiness for Fieldwork.

Students are responsible for all costs associated with Fieldwork courses including transportation, housing, meals, uniforms, criminal background checks, drug screens and other incidental expenses.

Level I Fieldwork courses are scheduled throughout the professional program and allow students to reinforce and test the knowledge and attitudes presented in the classroom. Students will be involved in Level I Fieldwork experiences during the second year in the program. Following completion of all academic courses, students undertake 24 weeks of full-time Level II Fieldwork. No part of Fieldwork Level I may be substituted for any part of Fieldwork Level II. Students must complete all Level II Fieldwork within 12 months following the completion of the didactic portion of the curriculum. Level II Fieldwork courses are typically full time and will often require the student to relocate outside the immediate geographic area. Available assignments are determined by contractual arrangements between the department and facility. Students pay regular tuition and fees for enrollment in Fieldwork courses. Optional Fieldwork rotations in many specialty areas such as pediatrics, administration, hand therapy and work hardening are also available. The length of the entire program is two and a half years.

Fieldwork consists of five experiences designed to prepare and expose the student to a variety of applied settings in occupational therapy:

1. Fieldwork I: Pediatric Process in Fieldwork and Fieldwork I: Psychosocial Group Process occur in the summer semester of the second year. The student's Fieldwork experiences will be ongoing throughout the summer semester and will include clinical experiences throughout the community. The student will actively participate in occupational therapy clinical situations to develop professional and clinical skills as well as understanding of clinical settings.
2. Fieldwork I: Adult Physical Dysfunction occurs prior to the beginning classes in the Spring semester of the second year. The student actively participates in occupational therapy as it is practiced in a physical disabilities setting for a total of 80 hours.
3. Fieldwork II:1 Full-time Fieldwork experience that typically begins in June of the student's third year. The student integrates client evaluation and intervention planning/implementation

skills and develops entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level where applicable.

4. Fieldwork II:2 Full-time Fieldwork experience that typically begins in September of the student's third year. The student integrates client evaluation and intervention planning/implementation skills and develops entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level where applicable.

Clinical facilities that have occupational therapy clinical education agreements with TTUHSC may be used for Fieldwork sites. The MOT Academic Fieldwork Coordinator provides detailed information for selection procedures. The student's selection of a Fieldwork site must be approved by the MOT Academic Fieldwork Coordinator and/or the program director prior to the student enrolling in the applicable Fieldwork courses. The MOT Academic Fieldwork Coordinator reserves the right not to approve a student's selection of any clinical education site. The MOT Academic Fieldwork Coordinator may consult with MOT faculty and the MOT program director in order to determine a Fieldwork placement for any student. As such, the MOT Academic Fieldwork Coordinator further reserves the right to place the student at any clinical site determined necessary for successful completion of a student Fieldwork course, or to not allow a student to enroll in a Fieldwork course, for the following reasons:

1. The student is on Academic Probation.
2. The student has previously displayed behavior resulting in counseling using the *Generic Abilities*.

Fieldwork Course Grading is Pass / Fail

All Fieldwork courses are graded on a pass/fail basis (i.e., course grade of "P" or "F"). The syllabus for each Fieldwork course specifies criteria that constitute a passing or failing course grade. The course coordinator assigns each student's Fieldwork course grade based on evaluative feedback from the Fieldwork clinical instructor in consideration of requirements specified in the course syllabus.

Fieldwork Courses: Course Grade of "F" Results in Recycling or Dismissal

A student may receive a course grade of "F" (Fail) for a Fieldwork course for any of the following reasons:

1. Failure to maintain and present all of the appropriate documentation to the Fieldwork education facility as required by that facility. The documentation required varies from facility to facility, but typically includes:
 - a. Evidence of current immunizations for Hepatitis B, Tdap (Tetanus, Diphtheria, Pertussis), and MMR (Measles, Mumps, Rubella/Rubeola).
 - b. TB (tuberculosis) test result.
 - c. Personal medical/health insurance.
 - d. Current CPR (cardiopulmonary resuscitation) certification.
2. Failure to meet all requirements set forth by a Fieldwork education facility for students receiving Fieldwork education at their site (e.g., failure of a facility required drug test, failure to adhere to dress code, etc.).
3. Failure to complete course objectives as specified in the Fieldwork course syllabus.
4. Unsafe or unprofessional behavior at a Fieldwork site.

Failure of Fieldwork Course and Dismissal

If a student's failure (course grade of "F") of a Fieldwork course is due to unsafe or unprofessional behaviors, the program director and/or Fieldwork Coordinator reserve the right to deny the student a

recycling opportunity. In such situations, the student is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MOT Program" section).

A student who receives a course grade of "F" in a Fieldwork course is subject to dismissal if the student has been on academic probation twice or if the student has previously recycled a course in the MOT curriculum. A student who is in the process of grieving dismissal from the MOT program is not allowed to participate in a clinical education course.

Failure of Fieldwork Course and Recycle

A student who receives a course grade of "F" in a Fieldwork course is required to recycle the course if they are academically eligible to do so (i.e., no previous recycling of a course, no more than one previous academic probation, and otherwise in good academic standing), provided the reasons are not due to unsafe or unprofessional behaviors, in which case the student is subject to dismissal from the program. Criteria that constitute successful recycling of a Fieldwork course will be specified in a "Recycling Requirements Document" that will be written by the program director with input from the Fieldwork Coordinator.

Consensual Relationships

Consensual relationships between a student and supervisor, patient or other persons at clinical experience sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites and the individuals to the risk of liability.

Therefore, the MOT program strictly prohibits any type of such relationship as described above, whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationship develop, faculty, staff, fieldwork educators and MOT students who become aware of the relationship have the obligation to disclose the existence of the relationship to the program director.

Adapted from TTUHSC OP 70.55 Consensual Relationships - Faculty, Staff, and Residents.

Academic Probation

A student will be placed on Academic Probation for failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal (refer to "Dismissal from the MOT Program" section below).

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MOT Program" section below).

Recycling

Recycling in the MOT program is the re-taking of an entire course in which the student received a course grade of "D" or "F" (didactic or Fieldwork course). For a course to be successfully recycled, a passing course grade of "C" or better for academic courses and a course grade of "P" (Pass) for

Fieldwork courses must be obtained the next time the course is offered in the student's curriculum. A student who refuses to recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MOT Program" section below).

A student enrolled in the MOT program is allowed to recycle only one course, and that course can only be recycled one time.

The MOT curriculum is designed for course work to be taken in sequence. Therefore, a student is not permitted to advance academically in the MOT curriculum until the student has successfully recycled the course in which he or she was found to be academically and/or clinically deficient. For the didactic portion of the MOT curriculum, this requires the student to not be enrolled in the curriculum for one full academic year until the course that needs to be recycled is taught again. As described below, a recycling student is also required to audit courses as a component of the recycling process.

Recycling Requirements Document

Criteria that constitute successful recycling of academic and/or clinical education deficiencies will be specified in a "Recycling Requirements Document" that will be written by the program director. In addition to requiring that the student re-take and earn a passing grade in the course for which the student received a grade of "D" or "F", the recycling student will be required to audit the preceding year's MOT curriculum in total. The recycling student must meet the same academic/clinical requirements as any and all students enrolled in the required audited courses (regardless of whether they are auditing/recycling or not) as specified in course syllabi including, but not limited to, all assignments and examinations. A recycling student who fails to meet all requirements for a passing grade ("C" or higher) as specified by the course syllabus for any of the required recycled/audited courses will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the MOT Program" section below).

Other Considerations With Respect to Recycling

After successfully recycling, a student is subject to dismissal on grounds of academic deficiency if there are any instances of subsequent academic and/or clinical deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the MOT Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Both the original and recycled course grades (but not grades in audited courses) are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website:

<http://www.ttuhs.edu/student-services/handbook.aspx>

Dismissal from the MOT Program

A student enrolled in the MOT program is subject to dismissal for any of the following reasons:

1. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters.
2. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
3. After receiving a course grade of "D" or "F" in one course, refusal to sign a "Recycling Requirements Document" or refusal to recycle/audit courses specified in "Recycling Requirements Document" (see section on "Recycling").
4. Failure to meet all requirements specified in the "Recycling Requirements Document."
5. Receiving a course grade of "D" or "F" in two or more courses or the same course twice.
6. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling a course.
7. Failure of a Fieldwork course due to unsafe practices and/or unprofessional behavior as documented by the Fieldwork clinical instructor.
8. Based upon a complaint of misconduct as set forth in the *TTUHSC Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Steps for Resolution of MOT Student-Instructor Complaints

1. If a student perceives a problem in his or her interactions with an instructor, or with the instructor's assessment of the student's academic performance, the student may initiate a formal process aimed at resolving the problem, with the understanding that the student represents only himself or herself, and does not represent a group of students or the entire class.
2. It is the student's responsibility to schedule an appointment with the instructor. The student will meet privately with the instructor (or by phone if student is at another campus) to discuss the problem(s). Upon request for an appointment, the instructor will make every effort to meet with the student in a timely manner. The "MOT Program Problem Solving Session Worksheet" (see next page) is to be completed by the student and brought to the appointment. The student completes the appropriate sections of the worksheet. The remaining parts of the form will be completed by the instructor during the meeting. The instructor and the student will sign the form and the student will receive a copy of the completed form.
 - If a resolution is agreed upon by the instructor and the student, the instructor documents on the form the conditions by which the problem was resolved. The matter is considered to be resolved at this point.
 - If either party does not abide by the conditions of the resolution, the instructor or student are to contact the program director. If the program director is the instructor, the department chair will be notified.
 - If the student believes the concern has not been resolved at the meeting with the instructor, or that the instructor has not met with the student within an appropriate time frame, then the student should schedule a meeting with the program director to discuss the issue. It will be the student's responsibility to make the appointment with the program director. The program director has the discretion of inviting the instructor to the meeting with the student. A signed "Problem Solving" worksheet must be provided by the student to the program director before or during the meeting, in order to document that the process outlined above has been followed. After the program director meets with the student, the program director will meet with the instructor to review the concerns. The program director will make every effort to resolve the problem(s) in a fair and judicious manner. The substantive contents of these meetings will be documented in writing by the program director.

MOT Program Problem Solving Session Worksheet

Appointment Date: _____

Student name: _____ Instructor name: _____

Prior to the appointment, the student completes sections 1 and 2 of this worksheet. Sections 3 and 4 are completed by the instructor during the meeting.

1. Student's statement of problem (to be filled in by student):

2. Student's suggested solution for the problem (to be filled in by student):

3. Instructor's comments (to be filled in by instructor):

4. Plan for resolution. Include timeline, goals, etc., as appropriate (to be filled in by instructor):

In signing this form, the student acknowledges that a meeting with the instructor has occurred and the above information was discussed. The student signature does not necessarily indicate that the student agrees with the resolution proposed by the instructor. The student is to be provided a copy of this completed form.

Student signature

Date

Instructor signature

Date

Doctor of Physical Therapy (DPT) Program

This section of the *Student Handbook* describes academic policies and procedures that are specific to the Doctor of Physical Therapy (DPT) program. Student policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Curriculum, Course Descriptions and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC DPT program:

<http://www.ttuhs.edu/health-professions/doctor-of-physical-therapy/>

Vision Statement

The Doctor of Physical Therapy program at Texas Tech University Health Sciences Center will be nationally recognized for excellence in education, scholarship and service to the community and physical therapy profession.

Mission Statement

The mission of the Doctor of Physical Therapy (DPT) program at Texas Tech University Health Sciences Center (TTUHSC) is to educate students to be autonomous, evidence-based practitioners who improve the health of people through the application of their clinical skills, collaboration with other health care professionals, and commitment to life-long learning and community service.

Goals

Goal #1: Education

The TTUHSC Doctor of Physical Therapy program will educate students to possess exceptional knowledge, competency and patient/client management skills.

Objectives for Goal #1

- Upon completion of the DPT program, students will:
 - demonstrate high-level professional behavior and pursue life-long learning to maintain competency in a rapidly evolving knowledge environment.
 - demonstrate high-level clinical competencies, with skills and judgment, incorporating evidence-based practices to maximize patient efficacy.
- Each graduating class will achieve a first-time pass rate on the National Physical Therapy Exam of at least 90%, and will surpass state and national first-time pass rates.

Goal #2: Scholarship

The TTUHSC DPT program faculty will have a strong commitment to scholarship.

Objectives for Goal #2

- Each DPT faculty member will produce an average of at least one scholarly work per two years (e.g., peer reviewed publication, conference presentation, published abstract, etc.).
- Each DPT program faculty member will submit a detailed scholarship plan as part of their annual appraisal.

Goal #3: Service

The TTUHSC DPT program faculty, students and graduates will provide leadership and service in healthcare and in the profession.

Objectives for Goal #3

- All DPT program faculty will provide service to the university, community and/or professional service organizations.

- The majority of DPT program faculty who possess a clinical license will provide clinical care within the scope of the School of Health Professions clinical practice income plan.
- The majority of DPT program students and all clinical faculty will be members of the American Physical Therapy Association.
- The majority of DPT students and graduates will participate in professional and/or community health service activities during their tenure as students.

The following resources are used to measure the level of achievement for the desired outcomes established for our program: 1) "*Generic Abilities* Advising" form; 2) Physical Therapy Mastery Assessment of Clinical Skills (PT MACS), Clinical Experience and Internship Evaluations 3) Licensure Board pass rates (NPTE-FSBPT); 5) Graduate surveys; 6) Student surveys; 7) Employer surveys; 8) Job placement rates; and 9) Faculty developed rubrics and evaluative tools.

Licensure Requirements

Graduates of the TTUHSC DPT program are qualified to sit for the national licensure examination for the physical therapist administered by the Federation of State Boards of Physical Therapy (FSBPT). Successful completion of the licensure examination is required for an individual to be licensed as a physical therapist in a state. Additional licensure requirements for physical therapists vary from state to state, according to practice acts and state regulations that govern the practice of physical therapy. A felony conviction may affect a graduate's ability to sit for the certification examination or attain state licensure. Students are encouraged to check with the state board for more information regarding any prior convictions as they relate to physical therapy licensure.

Accreditation

The DPT program at the Texas Tech University Health Sciences Center is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org/home.aspx>. Information about accreditation standards, compliance, and other information, including mechanisms for filing a complaint can be obtained by contacting CAPTE directly.

Physical Therapy Code of Ethics

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles:

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Professional Duty)

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
- 2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.
- 2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public. (Core Value: Integrity)

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
- 4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (Core Values: Professional Duty, Accountability)

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence)

- 6A. Physical therapists shall achieve and maintain professional competence.
- 6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, healthcare delivery, and technology.
- 6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
- 6D. Physical therapists shall cultivate practice environments that support professional development, life-long learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. (Core Values: Integrity, Accountability)

- 7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

- 7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- 7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- 7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
- 7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Values: Social Responsibility)

- 8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- 8C. Physical therapists shall be responsible stewards of health care resources and shall avoid over-utilization or under-utilization of physical therapy services.
- 8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Student Services

TTUHSC Student Services is an institutional centralized information office that provides an array of student support services. This office collaborates with the Office of Admissions and Student Affairs for each school, to best offer assistance to aid in the success of all TTUHSC students. Detailed information on the services provided is available on their website:

<http://www.ttuhscc.edu/student-services/>

Student Physical Therapy Association (SPTA)

The purpose of the SPTA structure is to provide a means of addressing the external interactions and professional development of the entire student body of the physical therapy program at the Texas Tech University Health Sciences Center. The SPTA shall provide leadership in representing the program at the School, University, local, state and national levels. Emphasis is on establishing a foundation for life-long professional development through involvement in the APTA, community service activities and educational programs. Students are responsible for any and all fees and costs associated with membership, and participation is voluntary. The SPTA must also abide by the registration of student organizations policies listed in the *TTUHSC Student Handbook*. Student activity in other student organizations, including but not limited to: Student Orthopedic Manual Physical Therapy Association (SOMPTA), Student Neurological Physical Therapy Association (SNPTA); Student Pediatric Physical Therapy Association (SPPTA), is encouraged and participation should follow the same conduct code.

Professional Development / Academic Advising

Professional development, including academic advising, is an important part of each student's experience throughout the TTUHSC DPT Program, beginning at orientation. The Professional Development Portfolio is designed to encourage exposure to various professional development opportunities including: scholarly excellence, personal/professional integrity, professional

responsibility, and social responsibility. As a part of the professional development program, each student is paired with a mentor/advisor. Each student meets with his or her mentor/advisor periodically, at the initiation of the student, faculty advisor or program director. A student who receives a Mid-Term Academic Warning Letter or an Academic Probation Letter is encouraged to meet with his or her faculty advisor. Professional Development meetings typically occur on a semester basis and allow the faculty mentor/advisor to guide students as they develop both academically and professionally. A standardized advising tool (modified Generic Abilities) is used to encourage self-assessment/assessment for the student. This tool creates a framework for students and advisors to discuss the student's progression through the DPT program as well to foster development of professional behaviors. Students are encouraged to communicate openly with their faculty advisor whenever the need arises.

Auditing Policy

Persons wishing to audit a class in the Department of Rehabilitation Sciences must gain written permission from the course instructor and program director.

Transfer Credit from other Physical Therapy or Professional Programs

The TTUHSC DPT Program follows the TTUHSC OP 77.17. The TTUHSC DPT Program does not typically accept transfer credits from other physical therapy or professional programs for credit within the TTUHSC DPT Professional Program. Cases of unique and extreme circumstances outside the student's control (e.g., natural disaster forcing relocation, etc.) are reviewed by the program director on a case by case basis.

Dress Code

Members of the faculty and staff have the authority and responsibility to maintain reasonable standards of student dress and grooming within their respective classrooms, laboratories, offices, and other areas of public presentations. The dress code reflects professional integrity and the special needs of individual classes. Professional dress is expected of students at all times. At the discretion of the faculty, more casual attire may be worn to lecture and laboratory classes as warranted.

As a part of professional dress, and in compliance with TTUHSC Operating Policy (76.02), students of the TTUHSC DPT program are required to wear or produce if requested, their student identification (ID) badge at all times while on TTUHSC campuses, and an approved ID badge during Clinical Experiences and Internships.

Since TTUHSC is a public institution in which patients and visitors are present, standards of dress should reflect good judgment. Attention to safety standards and professionalism is important.

Casual attire is not appropriate for educational activities that occur off-campus. For clinical observations and Clinical Experience and Internships, information regarding specific dress codes of the clinical sites will be provided by the clinical coordinator.

Use of Teaching Laboratories

The Department of Rehabilitation Sciences laboratory space serves many functions (e.g., teaching, research and clinical activities) and is used by many programs. It is important to maintain organization and cleanliness in all lab areas. Specific information is available in each lab regarding proper set up, placement and storage of materials.

Faculty members will determine and implement the proper procedures for the use of all equipment and supplies in the laboratories, as well as the amount of supervision needed by students. This applies to teaching and research activities.

Students will use only equipment and supplies entrusted to them, and those needed for class assignments, research purposes or clinical practice. Laboratory equipment and supplies may not be used by a student without prior approval and instruction from the faculty. Any equipment used must be returned to its designated location in a clean and sanitary state, and in good working condition. It is the student's responsibility to learn the proper use of the equipment and take the initiative to report equipment malfunctions. Loss, abuse or suspected theft of equipment or supplies should be reported to the faculty immediately.

Teaching laboratories are available for "open lab" use by students according to the semester schedule and by request during the hours of 8:00am to 5:00pm, Monday through Friday only. For safety and security reasons the teaching laboratories are not available for use outside the specified times.

Use of departmental equipment by students is confined to the physical boundaries of TTUHSC, with one exception. The removal of departmental equipment by a student may be allowed when the removal is related to official class operations and approval is granted by the program director or Regional Assistant program director, and is in accordance with the TTUHSC Operating Policy (HSC OP 61.01). Under such conditions, the student will be financially responsible for the replacement cost of the item(s) in the event of damage, loss or theft.

Students are not permitted to remove any departmental equipment from TTUHSC facilities for personal use.

Essential Functions / Technical Standards

The DPT program at Texas Tech University Health Sciences Center is a rigorous and intense program that places specific professional, intellectual, physical and social requirements and demands on the students enrolled in the programs. 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 with physical and psychosocial impairments. The essential functions set forth by the DPT program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies for entry-level practice. Ability to meet these essential functions is required for admission to the DPT program and must be maintained throughout the time a student is enrolled in the program. These standards are subject to amendment based on changes in health care/scope of practice.

Accepted applicants for the DPT program will be required to verify that they understand and meet these essential functions, or that they believe that with reasonable accommodations they can meet the standards.

In keeping with applicable federal and state law regarding disabilities, we are committed to making reasonable accommodations for students with disabilities to enable them to perform successfully in our program. Any student with a disability who is accepted to the DPT program must contact the 504 coordinator in the TTUHSC Office of Student Services as soon as possible. The coordinator will evaluate the student, confirm that the stated condition qualifies as a disability under applicable laws, and determine what accommodations are reasonable.

There are two separate and distinct components in the curriculum for the DPT program. There is an academic didactic (classroom) component and a clinical component.

Accommodations in place for the didactic component may not be available for the clinical component in the curriculum.

To successfully complete the didactic and clinical portion in the DPT program, a student must meet the following essential functions:

1. Observation
 - Observe a patient's/client's activity and behavior accurately during assessment and treatment procedures.
 - Accurately monitor, through both visual and auditory modalities, materials and equipment used for assessment and treatment of patients/clients.
2. Communication
 - Communicate professionally (orally and in writing) as required for course work and clinical placements to ensure patient/client safety.
 - Complete clinical instructions and maintain productivity standards in a timely manner according to facility guidelines for safe and effective entry-level patient care.
 - Use technology to meet requirements of courses and clinical placements (e.g., computer skills including but not limited to internet access, word processing and spreadsheet programs, learning management systems, and electronic health records).
3. Cognition
 - Comprehend, integrate and synthesize a large body of information in a short period of time.
 - Read, comprehend, record and interpret information accurately from diagnostic tests, equipment and patient/client records to ensure patient safety.
 - Accurately self-assess clinical skills and academic performance.
4. Social Behavioral Skills
 - Demonstrate respect for individual, social and cultural differences in fellow students, faculty, staff, patients/clients and patient's/client's families during clinical and academic interactions.
 - Demonstrate flexibility and the ability to adjust to changing situations and uncertainty in academic and clinical situations.
 - Conduct oneself in an ethical and legal manner, demonstrating honesty, integrity and professionalism in all interactions and situations.
5. Motor Skills
 - Sustain necessary physical activity level required for classroom and clinical activities during the defined workday.
 - Efficiently manipulate testing and treatment environment, materials and equipment.
 - Access transportation to attend academic courses and clinical placements.

Social Media Policy

Students are reminded of the need to refrain from posting information about patients and students on social media (e.g., Facebook, Twitter, Instagram, Snapchat, LinkedIn, etc.) that violate patient and student privacy. Disclosure of such information may be a violation of federal HIPAA and/or FERPA laws, and any such violation may subject the student to disciplinary conduct pursuant to the *TTUHSC Student Handbook*. The TTUHSC social media policy can be found at:

<https://www.ttuhsu.edu/administration/documents/ops/op67/op6703.pdf>

Professional Behavior Requirements

Students are expected to exhibit professional conduct in all academic and clinical settings, as per the *TTUHSC Student Handbook*, located at:

<http://www.ttuhs.edu/student-services/handbook.aspx>

In addition to the guidelines stated in the *TTUHSC Student Handbook*, the behavior of a student enrolled in the Department of Rehabilitation Sciences will be subject to evaluation based on the *Generic Abilities*, described on page 19 of this *Student Handbook*. Students are expected to conduct themselves in a manner that insures all students have the opportunity to learn and participate.

Students receiving education in TechLink classrooms are expected to behave in a way that is respectful to the instructor and to fellow students. Students shall conduct themselves in a way that facilitates learning for all students. Any behavior that interferes with these opportunities is considered inappropriate.

Inappropriate behavior may result in a demand that the student leave the class, lab or clinic setting. Students should understand that any faculty member in the Department of Rehabilitation Sciences, even if not directly involved in teaching or facilitating a course, may intervene if inappropriate behavior occurs in an educational setting (e.g., classroom or laboratory). The first incident of inappropriate behavior normally results in the instructor discussing the behavior with the student. The behavior and behavioral counseling may be documented utilizing the *Generic Abilities*. Documentation of the counseling session will become a part of the student's file.

A second occurrence of inappropriate behavior may invoke misconduct proceedings to be brought against the offending student, as per the *TTUHSC Student Handbook*, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

The student should be aware that unprofessional behavior may lead to a decision by the program director that the student will not be permitted to enroll in a subsequent Clinical Experience and Internship course until such time that the student consistently exhibits professional behaviors. If deemed necessary, a behavioral agreement that specifies expectations for professional behavior on the part of the student will be developed by the program director. A component of this behavioral agreement may include a requirement that the student repeat ("Recycle") portions of the academic curriculum. The program director and the student will sign this behavioral agreement, and copies of this agreement will be maintained in the student's file and transmitted to the department chair. Failure to meet the standards of the behavioral agreement may result in the student being required to recycle portions of the academic curriculum (to permit monitoring of behaviors) and/or denial of enrollment in a Clinical Experience or Internship course, and may ultimately lead to the student being dismissed from the program.

Academic Integrity (including Plagiarism)

Students in Health Professions programs are expected to practice their professions with a commitment to high standards and integrity. This commitment to high standards and integrity is also expected during each student's course of academic and clinical study. Academic misconduct is considered to be any act that is contrary to academic and professional ethics and includes, but is not limited to: cheating, plagiarism, falsification of records, intimidation, and any and all other actions that may distort evaluation of a student's academic performance or achievement, assisting others in such acts, or attempting to engage in such acts.

A student who witnesses academic misconduct or who is approached with an offer to gain unfair advantage or commit academic misconduct is obligated to report that violation to the appropriate

authority (See Part II.D). Failure to do so may result in disciplinary action. Faculty and staff are likewise responsible to report academic misconduct in accordance with Part II.D.

Any act of academic/non-academic misconduct may result in assignment of a failing grade to the assignment, failure of the course, or dismissal from the DPT program.

Refer to the *TTUHSC Student Handbook* and DPT course syllabi for additional information.

Classroom Behavior & Computer Use

The DPT program encourages students to bring their laptop to class and use them for course related activities. However, it is not appropriate to use computers for non-class related purposes while class is in progress. Additionally, faculty have the right to ask students to leave class should they participate in behavior that disrupts learning in class. This includes, but is not limited to, pagers, cellular phones, computer games, surfing the web, checking email, viewing YouTube videos, talking, or other activities that may create noise or visual disturbances.

Attendance and Exams

Students are expected to attend all lectures, laboratory exercises and exams. Students are expected to contact the course instructor in advance by personal communication, telephone or e-mail if they are unable to attend a lecture, lab experience or exam; contacting other faculty or staff does not constitute adequate notification. Excessive tardiness or absences from scheduled courses will be considered unprofessional behavior in the context of the *TTUHSC Student Handbook*, which may eventually lead to dismissal of the student on behavioral (non-academic) grounds.

If a student anticipates missing an exam due to an excused absence, the student must contact the course instructor prior to the beginning of the scheduled test time in order to be allowed to sit for the exam at a later time. If a student misses an exam with an unexcused absence, the instructor of the course has the discretion to decide upon an appropriate course of action, including assigning a score of zero to the student for the missed exam.

Excused absences include illness or crisis situation involving the student or the student's immediate family. Written documentation of the illness or crisis may be required.

Students may be required to make up worked missed as a result of an absence regardless of whether the absence was excused or unexcused. Opportunities to make up work may not be offered if the absence was unexcused.

Students must receive prior approval from the course instructor to attend class at a campus other than the student's home campus. In cases of excused absences from lectures, the instructor has the discretion to provide the student with a TechLink recordings of the missed lecture. Students are not permitted to check out TechLink recordings.

Resolution of Student-Instructor Complaints

Refer to page 76 of this *Student Handbook* for information about procedures concerning the resolution of student-professor issues, and page 77 for a form to be used by students in such situations.

Campus Assignment / Reassignment

The following School of Health Professions policy pertains to programs located and administered on more than one regional site, which presently is only the DPT program (Amarillo, Lubbock and

Odessa campuses). This policy pertains to campus sites and laboratory instruction, not to sites of clinical education at non-TTUHSC facilities.

The TTUHSC School of Health Professions application for admission to the DPT program permits applicants to indicate, in rank order, their preferences for campus assignment. The following policy statements pertain to campus assignment in the DPT program:

1. Admissions decisions are made independent of an applicant's campus preference. A primary factor in the assignment of students to each campus will be the student's stated campus preference, with the recognition that not all students can be placed at their preferred campus. Other factors, including DPT program needs, will also be taken into account to promote equitable distribution of students to all campuses.
2. The School of Health Professions acceptance letter and contract of admission will designate the student's campus assignment.
3. The signature of the applicant accepting admission to the DPT program signifies knowledge and acceptance of this policy and the campus assignment for that applicant.
4. A student who is granted a leave of absence or deferral of admission will normally return to the campus to which he or she was assigned upon admission.
5. When a student withdraws from the program, he or she must reapply and meet all admissions requirements at the time of re-application. Previous campus assignments will be void and the student will be considered for campus assignment in the same manner as other applicants.
6. Students may request campus reassignment only after enrollment and registration for classes during the first Summer semester session of matriculation.
7. The program director and/or the DPT Admissions Committee will consider the student's request and inform the student in writing of a decision within 10 working days. Campus reassignment will only be considered under extraordinary circumstances after a student is enrolled.
8. The student has the right to appeal the decision to the chair of the Department of Rehabilitation Sciences.

Philosophy of Clinical Education

All academic preparation is directed towards the acquisition of the knowledge, entry-level skills and attitudes necessary for the practice of physical therapy. Clinical education is an intrinsic part of the preparation process. For this reason, extensive integration of classroom learning with experiences in the clinical settings must occur. This integration develops in two environments: (i) on site classroom preparation (with or without labs) and (ii) offsite clinical education sites (application of clinical skills). Students are offered full-time clinical experience and internships (hereinafter referred to as simply "clinical education") allowing them the opportunity to integrate their didactic work with clinical skills.

Academic course work introduces the student to a variety of specialties within the field of physical therapy. Because physical therapists serve diverse patient populations in a variety of settings, it is important for students to have opportunities to develop a wide range of entry-level competencies in clinical experiences emphasizing foundational skills, musculoskeletal and adult neurorehabilitation, as well as specialty areas such as pediatrics and cardiopulmonary.

The DPT program is responsive to the needs of the medically under-served rural areas of West Texas, as well as urban sites. The selection of clinical education sites is designed to meet the special needs of this area. The DPT program is active in the development of high-quality clinical education sites and Clinical Experience and Internship clinical instructors in this region. The TTUHSC educates DPT graduates to meet the needs of under-served areas of West Texas, by providing continuing education to clinical educators of the West Texas area and by providing

students with a diverse clinical education background. In the selection of clinical sites, the quality of patient care and the enthusiasm and expertise of the staff for working with students are more important than the size of the department or center. Physical therapists need to function as an integral part of the health care team, so an interdisciplinary approach is important.

General Information about Clinical Education, and Clinical Experience and Clinical Internship Courses

The student is responsible for all costs associated with clinical education courses, including transportation, housing, meals, criminal background checks, drug screens, personal health insurance, uniforms, and other incidental expenses. Students must pass a Criminal Background Check in order to participate in clinical education. Students may be required to pass a Drug Screening prior to participation in clinical education at some facilities.

The Clinical Education component of the TTUHSC DPT Program consists of six educational courses designed to prepare and expose the student to a variety of applied settings in physical therapy:

1. Communication and Clinical Education (HPPT 8120) - introduces the student to clinical education including communication strategies and the grading criteria for Clinical Experience and Internship courses.
2. Clinical Experience 1 (HPPT 8222) - takes place in the Summer semester of the second year. This four-week, full-time clinical internship may occur in any setting and is focused to provide the student an opportunity to experience patient interaction and develop professional behaviors and communication skills.
3. Clinical Internships 1-4 (HPPT 8453; HPPT 8455; HPPT 8456; HPPT 8458, respectively) - are all eight-week, full-time clinical internships. These internships occur during the last two semesters of the curriculum and include inpatient and outpatient experiences. Clinical areas will include Inpatient Physical Therapy practice with a focus on foundational skills (acute care, inpatient rehabilitation, skilled nursing, long-term acute care hospital, etc), Outpatient Musculoskeletal Physical Therapy practice, and may include pediatrics, cardiopulmonary, women's health, and sports experience and neuromuscular rehabilitation as well. These internships may be completed in any order.
4. Through these clinical education courses, students integrate patient evaluation and management skills and develop entry-level competency in essential skills. The student has the opportunity to develop advanced competencies beyond entry-level where applicable.

Physical therapy facilities that have physical therapy clinical education agreements with TTUHSC may be used for DPT clinical education. Students select clinic sites utilizing information provided by the facilities and input from the Director of Clinical Education and Assistant DCEs, considering their personal educational goals and objectives, as well as their financial and family needs. Detailed information for selection procedures is provided during the first Spring semester of the first year of study.

The *PT MACS (Physical Therapist Manual for the Assessment of Clinical Skills)* is the clinical performance evaluation tool used during the clinical education portion of the TTUHSC DPT curriculum in order to provide a:

1. competency-based assessment tool for the student.
2. communication tool between the clinical education site and the academic program.
3. communication tool between the student and the Clinical Experience and Clinical Internship clinical instructor.
4. framework for and encourage student self-evaluation.

Selection of clinical education course clinic sites by TTUHSC DPT students is considered to be a privilege. The TTUHSC DPT Director of Clinical Education specifically reserves the right not to approve a student's selection of any clinical education course clinic site, and further, reserves the right to place the student in a clinical site selected by the Director of Clinical Education or not allow a student to enroll in a clinical education course. Reasons for not allowing the student to enroll in a clinical education course, or to place a student at a specific clinical site, can include, but are not be limited to, the following. If the student:

1. is on Academic Probation.
2. has previously displayed unprofessional behavior that resulted in counseling using the *Generic Abilities*.
3. received a "below expectations" rating for the level of education and training on the PT MACS clinical evaluation instrument that is used by clinical education clinical instructors.
4. has exhibited unprofessional conduct in classroom, laboratory or clinical settings (with professional behavior defined within the framework of the *Generic Abilities* and *PT MACS Skills 1 to 10*) such that the Director of Clinical Education has grounds for concern about patient safety or the ability of the student to appropriately and effectively participate in a clinical education course.

Students on clinical education assignments are expected to follow safety procedures of the clinical site, plus any other requirements deemed important by the Director of Clinical Education and/or the clinical instructor for a specific clinical site. Behaviors observed during the professional curriculum are taken to be a measure of a student's readiness for clinical education courses.

Consensual Relationships

Consensual relationships between a student and supervisor, patient or others persons at clinical education sites constitutes (1) conflicts of interest; (2) unprofessional conduct; (3) breach of trust; (4) appearances of impropriety; and (5) questions the validity of consent, any of which impairs the integrity of academic and clinical decisions. Such relationships also have the potential for (1) undermining the atmosphere of trust and objectivity essential to the educational process and clinical experience; (2) exploiting subordinate faculty, staff, employees, or students and the possible professional or academic disadvantage of third parties; and (3) subjecting both TTUHSC, the clinical sites and the individuals to the risk of liability.

Therefore, the DPT program strictly prohibits any type of such relationship as described above, whether consensual or not. Violation of this prohibition may result in dismissal from the program. Should such relationship develop, faculty, staff, clinical instructors and DPT students who become aware of the relationship have the obligation to disclose the existence of the relationship to the program director.

Adapted from TTUHSC OP 70.55 *Consensual Relationships - Faculty, Staff, and Residents*.

Clinical Experience and Internship Course Grading is Pass / Fail

All clinical education courses are graded on a pass/fail basis (i.e., course grade of "P" or "F"). The syllabus for each clinical education course specifies criteria that constitute a passing or failing course grade. The course coordinator assigns each student's Clinical Experience and Internship course grade based on evaluative feedback from the clinical instructor in consideration of requirements specified in the course syllabus.

Clinical Experience and Internship Courses: Course Grade of "F" Results in Recycling or Dismissal

A student may receive a course grade of "F" (Fail) for a clinical education course for any of the following reasons:

1. Failure to maintain and present all of the appropriate documentation to the clinical education facility in a timely fashion as required by that facility. The documentation required varies from facility to facility, but typically includes:
 - a. Evidence of current immunizations for Hepatitis B, Tdap (Tetanus, Diphtheria, Pertussis), and MMR (Measles, Mumps, Rubella/Rubeola).
 - b. TB (tuberculosis) test result.
 - c. Personal medical/health insurance.
 - d. Current CPR (cardiopulmonary resuscitation) certification.
2. Failure to meet all requirements set forth by a clinical education facility for a student receiving clinical education at their site (e.g., failure of a facility required drug test, failure to adhere to dress code, etc.).
3. Failure to complete course objectives as specified in the Clinical Experience and Internship course syllabus. A student will receive a course grade of "F" in a Clinical Experience and Internship course if he or she (i) receives a rating of "U" (as a final rating) on one or more of the PT MACS Professional Practice Skills (Skills 1 to 10) or (ii) does not meet passing course grade criteria established in the course syllabus.
4. Unsafe or unprofessional behavior at the clinical site.

If a student's failure (course grade of "F") of a Clinical Experience or Internship course is due to unsafe or unprofessional behaviors, the program director and/or Director of Clinical Education reserve the right to deny the student a recycling opportunity. In such situations, the student is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the DPT Program" section below).

A student who receives a course grade of "F" (Fail) in a Clinical Experience or Internship course is required to recycle the course if they are academically eligible to do so (i.e., no previous recycling of a course and otherwise in good academic standing), provided the reasons are not due to unsafe or unprofessional behaviors, in which case the student is subject to dismissal from the program. Criteria that constitute successful recycling of a Clinical Experience or Internship course will be specified in a "Recycling Requirements Document" that will be written by the program director with input from the Director of Clinical Education.

A student who receives a course grade of "F" in a Clinical Experience or Internship course and is thereby subject to dismissal from the DPT program due to this failing course grade will not be permitted to participate in any subsequent clinical education courses during the interval in which the student awaits adjudication by a SHP academic grievance hearing or appeal thereof.

Academic Probation

A student will be placed on Academic Probation for failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal (refer to "Dismissal from the DPT Program" section below).

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the DPT Program" section below).

Recycling

Recycling in the DPT program is the re-taking of an entire course in which the student received a course grade of "D" or "F" (didactic or clinical education course). For a course to be successfully recycled, a passing course grade of "C" or better for academic courses and a course grade of "P" (Pass) for Clinical Experience or Internship courses must be obtained the next time the course is offered in the student's curriculum. A student who refuses to recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the DPT Program" section below).

A student enrolled in the DPT program is allowed to recycle only one course, and that course can only be recycled one time.

The DPT curriculum is designed for course work to be taken in sequence. Therefore, a student is not permitted to advance academically in the DPT curriculum until the student has successfully recycled the course in which he or she was found to be academically and/or clinically deficient. As described below, a recycling student is also required to audit courses as a component of the recycling process.

Recycling Requirements Document

Criteria that constitute successful recycling of academic and/or clinical education deficiencies will be specified in a "Recycling Requirements Document" that will be written by the program director. Recycling Students must: 1) re-take and earn a passing grade in the course for which the student received a grade of "D" or "F"; 2) earn a cumulative GPA to 2.70 or higher by the completion of their recycle period specified in their "Recycling Requirements Document;" 3) audit the preceding year's DPT curriculum in total. The recycling student must meet the same academic/clinical requirements as any and all students enrolled in the required audited courses (regardless of whether they are auditing/recycling or not) as specified in course syllabi including, but not limited to, all assignments and examinations. Students may choose to re-take courses for a grade during this period in order to raise their cumulative GPA. A recycling student who fails to meet all requirements for a passing grade ("C" or higher) as specified by the course syllabus for any of the required recycled/audited courses will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the DPT Program" section below).

Other Considerations With Respect to Recycling

After successfully recycling, a student is subject to dismissal on grounds of academic deficiency if there are any instances of subsequent academic and/or clinical deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the DPT Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Both the original and recycled course grades (but not grades in audited courses) are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website:

<http://www.ttuhs.edu/student-services/handbook.aspx>

Dismissal from the DPT Program

A student enrolled in the DPT program is subject to dismissal for any of the following reasons:

1. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters.
2. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
3. After receiving a course grade of "D" or "F" in one course, refusal to sign a "Recycling Requirements Document" or refusal to recycle/audit courses specified in "Recycling Requirements Document" (see section on "Recycling").
4. Failure to meet all requirements specified in the "Recycling Requirements Document."
5. Receiving a course grade of "D" or "F" in two or more courses or the same course twice.
6. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling a course.
7. Failure of a Clinical Experience or Internship course due to unsafe practices and/or unprofessional behavior as documented by the clinical instructor.
8. Based upon a complaint of misconduct as set forth in the *TTUHSC Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Steps for Resolution of DPT Student-Instructor Complaints

1. If a student perceives a problem in his or her interactions with an instructor, or with the instructor's assessment of the student's academic performance, the student may initiate a formal process aimed at resolving the problem, with the understanding that the student represents only himself or herself, and does not represent a group of students or the entire class.
2. It is the student's responsibility to schedule an appointment with the instructor. The student will meet privately with the instructor (or by phone if student is at another campus) to discuss the problem(s). Upon request for an appointment, the instructor will make every effort to meet with the student in a timely manner. The "DPT Program Problem Solving Session Worksheet" (see next page) is to be completed by the student and brought to the appointment. The student completes the appropriate sections of the worksheet. The remaining parts of the form will be completed by the instructor during the meeting. The instructor and the student will sign the form and the student will receive a copy of the completed form.
 - If a resolution is agreed upon by the instructor and the student, the instructor documents on the form the conditions by which the problem was resolved. The matter is considered to be resolved at this point.
 - If either party does not abide by the conditions of the resolution, the instructor or student are to contact the program director. If the program director is the instructor, the department chair will be notified.
 - If the student believes the concern has not been resolved at the meeting with the instructor, or that the instructor has not met with the student within an appropriate time frame, then the student should schedule a meeting with the program director to discuss the issue. It will be the student's responsibility to make the appointment with the program director. The program director has the discretion of inviting the instructor to the meeting with the student. A signed "Problem Solving" worksheet must be provided by the student to the program director before or during the meeting, in order to document that the process outlined above has been followed. After the program director meets with the student, the program director will meet with the instructor to review the concerns. The program director will make every effort to resolve the problem(s) in a fair and judicious manner. The substantive contents of these meetings will be documented in writing by the program director.

Transitional Doctor of Physical Therapy Program

This section of the *Student Handbook* describes academic policies and procedures that are specific to the TTUHSC Transitional DPT (tDPT) program. Student policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Program Description

The transitional Doctor of Physical Therapy is a clinical doctoral degree designed for licensed physical therapists seeking to advance their knowledge, skills and behaviors to a level consistent with professional entry-level Doctor of Physical Therapy standards. The tDPT differs from an advanced post-professional degree (such as an ScD or Ph.D.) in that it does not focus on the acquisition of advanced or specialized clinical skills, but rather it reflects the augmentation of the physical therapy profession's body of knowledge and state of practice and promotes the ability of licensed therapists become autonomous, evidence-based practitioners. The tDPT is offered completely online, allowing students the flexibility to participate in academic studies while maintaining their employment as a PT. This also provides the ideal environment to apply newly-learned information. The Commission on Accreditation of Physical Therapy Education does not accredit post-professional educational programs such as the tDPT. The tDPT is accredited as part of TTUHSC by the Southern Association of Colleges and Schools.

Curriculum, Course Descriptions, and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions, and academic calendar for the tDPT program:

<http://www.ttuhs.edu/health-professions/transitional-doctor-of-physical-therapy/>

Mission Statement

The mission of the Transitional Doctor of Physical Therapy (tDPT) program is to educate licensed physical therapists to become autonomous, evidence-based practitioners who improve the health of people through the application of their clinical skills, collaborate with other health care professionals, and have a commitment to life-long learning and the core values of the profession (accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility).

Goals

Goal 1: Provide licensed physical therapists with the knowledge, clinical decision making, and professional judgment to meet contemporary practice standards as a doctor of physical therapy.

Goal 2: Provide licensed physical therapists with the skills needed to master evidence-based practice in the five roles of the physical therapist (patient/client management, consultation, education, research, and administration).

Goal 3: Facilitate self-development of the seven core values which guide the profession of physical therapy (accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility).

Program Outcomes and Objectives

Outcome 1: Professional Identity in Physical Therapy

Students will demonstrate acquisition of the knowledge needed to advance their entry level physical therapy education to that of current Doctor of Physical Therapy standards.

- 1.1: Students will demonstrate acquisition of knowledge of all core course work. Core classes are aimed at educating BSPT and MSPT graduate clinicians to be autonomous, evidence

based practitioners with knowledge, skills, and behaviors consistent with professional entry-level DPT standards.

- 1.2: Students will indicate that course work advanced their knowledge and understanding of the content presented.
- 1.3: Students will develop an electronic Graduate Portfolio (ePortfolio) in their final semester of enrollment. This portfolio will consist of a collection of works completed throughout the student's time in the tDPT program. The ePortfolio will be compiled in conjunction with a written reflection highlighting application of coursework into clinical practice and a survey of perceived student outcomes. This portfolio is intended to allow the learner to appreciate the advances in knowledge, skills, and behaviors experienced since the time of enrollment in the tDPT program.

Outcome 2: Clinical Competency and Patient Effectiveness

Students will articulate high levels of clinical reasoning skills and competencies, incorporating evidence-based practice, leading to efficacy in the clinical setting.

- 2.1: Students will indicate that earning the DPT degree has positively impacted their patient management.
- 2.2: Students will demonstrate acquisition of knowledge in all clinically based tDPT elective courses. The focus of elective course work is application of clinical reasoning skills and evidence-based practice in setting specific patient/client management.
- 2.3: Students will develop an electronic Graduate Portfolio (ePortfolio) in their final semester of enrollment. This portfolio will consist of a collection of works completed throughout the student's time in the tDPT program. The ePortfolio will be compiled in conjunction with a written reflection highlighting application of coursework into clinical practice and a survey of perceived student outcomes. This portfolio is intended to allow the learner to appreciate the advances in knowledge, skills, and behaviors experienced since the time of enrollment in the tDPT program.

Outcome 3: Professional Behavior and Lifelong Learning

Students will demonstrate professional behaviors and commitment to lifelong learning consistent with current physical therapy professional standards.

- 3.1: Students will complete a Professional Development Plan outlining their long term professional goals and advancement plans following completion of the DPT degree.
- 3.2: Students will report that following completion of the DPT degree they regularly demonstrate the 7 Core Values which are the principles of professionalism defined by the American Physical Therapy Association.
- 3.3: Students will develop an electronic Graduate Portfolio (ePortfolio) in their final semester of enrollment. This portfolio will consist of a collection of works completed throughout the student's time in the tDPT program. The ePortfolio will be compiled in conjunction with a written reflection highlighting application of coursework into clinical practice and a survey of perceived student outcomes. This portfolio is intended to allow the learner to appreciate the advances in knowledge, skills, and behaviors experienced since the time of enrollment in the tDPT program.

Outcome 4: Professional Collaboration

Students will demonstrate effective interpersonal communication in the exchange of information with colleagues across the state and nation for developing professional networks, collaboration, and support.

- 4.1: Students will participate in forum discussions throughout the semester in each of the tDPT courses. Through these faculty initiated conversations students will discuss clinically relevant issues and share ideas and experiences with each other.

Physical Therapy Code of Ethics

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles:

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Professional Duty)

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
- 2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

- 2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public. (Core Value: Integrity)

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
- 4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (Core Values: Professional Duty, Accountability)

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence)

- 6A. Physical therapists shall achieve and maintain professional competence.
- 6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, healthcare delivery, and technology.
- 6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
- 6D. Physical therapists shall cultivate practice environments that support professional development, life-long learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. (Core Values: Integrity, Accountability)

- 7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
- 7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- 7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- 7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
- 7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Values: Social Responsibility)

- 8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- 8C. Physical therapists shall be responsible stewards of health care resources and shall avoid over-utilization or under-utilization of physical therapy services.
- 8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Transfer Credit

The tDPT will accept up to two post-profession courses (six credit hours) from other colleges or universities that are comparable in course content and academic level. Acceptance of transfer credits will be at the discretion of the TTUHSC Registrar and with concurrence of the tDPT program director. Students must complete at least 27 credit hours (including transfer credits) to receive the

tDPT degree from TTUHSC if they possess a Master's degree in physical therapy and 33 hours if they possess a Bachelor's degree in physical therapy.

Social Media Policy

Students are reminded of the need to refrain from posting information about patients and students on social media (e.g., Facebook, Twitter, Instagram, Snapchat, LinkedIn, etc.) that violate patient and student privacy. Disclosure of such information may be a violation of federal HIPAA and/or FERPA laws, and any such violation may subject the student to disciplinary conduct pursuant to the *TTUHSC Student Handbook*. The TTUHSC social media policy can be found at:

<https://www.ttuhs.edu/administration/documents/ops/op67/op6703.pdf>

Attendance and Exams

Students are expected to participate in all web-based learning experiences and to complete all course assignments. Students are expected to notify the course instructor in advance if course assignments or exams cannot be completed within the time lines established by course syllabi.

If a student anticipates being unable to complete an exam due to an excused absence and wishes to request a make-up exam, the student must notify the course instructor at least one week prior to the beginning of the scheduled test time (except in emergencies). Students who miss an exam due to an unexcused absence will not usually be allowed to make up the exam.

Excused absences include illness or crisis situation involving the student or the student's immediate family. Written documentation of the illness or crisis may be required.

Academic Integrity, including Plagiarism

Professionals are expected to practice with a commitment to high standards and integrity. This commitment to high standards and integrity is also expected during academic study. Academic misconduct is considered to be any act that is contrary to academic and professional ethics and includes, but is not limited to: cheating, plagiarism, falsification of records, intimidation, and any and all other actions that may distort evaluation of a student's academic performance or achievement, assisting others in such acts, or attempting to engage in such acts. All assignments and exams are to be the exclusive work of each individual student, and all assignments should be prepared entirely and exclusively for this course.

A student who witnesses academic misconduct or who is approached with an offer to gain unfair advantage or commit academic misconduct is obligated to report that violation to the appropriate authority (See Part II.D of *TTUHSC Student Handbook*). Failure to do so may result in disciplinary action. Faculty and staff are likewise responsible to report academic misconduct in accordance with Part II.D.

Any act of academic/non-academic misconduct may result in assignment of a failing grade to the assignment, failure of the course, or dismissal from the tDPT program.

Refer to the *TTUHSC Student Handbook* and tDPT course syllabi for additional information.

Resolution of Student-Instructor Complaints

Refer to page 87 of this *Student Handbook* for information about procedures concerning the resolution of student-instructor issues and page 88 for a form to be used by students in such situations.

Midterm Academic Warning Letters

The program director will issue a midterm academic warning letter via email to a student whose is in poor academic standing during the respective semester.

"Incomplete" and "In Progress" Course Grade Assignment

A course grade of "Incomplete" ("I") is assigned by an instructor when a student is not able to complete a course due to unforeseen personal circumstances, such as illness or emergency, and the majority of the course has already been completed. A course grade of "In Progress" ("PR") is assigned by an instructor when the requirements of a course extend beyond a semester, but when satisfactory progress has been demonstrated by the student.

Refer to the following link for the School policy regarding grade assignments of "I" and "PR":

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

To resolve the "In Progress" or "Incomplete" grade assignment, the student must meet in person or communicate via phone conversation or electronically with the course instructor(s) for the applicable course(s). The course instructor(s) will assign, in writing, deadlines for completion of all academic work required of the student to complete the course. A student who does not resolve a "PR" or "I" course grade by the deadline established by the instructor will be subject to receiving a course grade of "F".

Academic Progress Requirements

The tDPT curriculum requires the completion of 27 semester credit hours for students with a Master's degree in physical therapy or 33 semester credit hours for those students with a Bachelor's degree in physical therapy. The curriculum consists of a set of required courses and a variety of elective courses. Each student will work with the program director to establish a degree plan upon admission to the program that is flexible and designed to best meet the student's professional interests and goals. All curricular degree requirements must be completed in no more than five years. Any changes in the degree plan require a request in writing from the student to the program director, and approval of the program director.

Students are required to successfully complete at least six semester credit hours (two courses) within each academic year (defined as consecutive Fall, Spring and Summer semesters). A student who fails to meet this academic progress requirement is subject to dismissal (refer to "Dismissal from the tDPT Program" section below). An approved Leave of Absence exempts the student from this academic progress requirement during the interval of the absence.

Student Leave of Absence from the tDPT Program

A tDPT student may be granted a Leave of Absence in extenuating circumstances, which may include, but are not limited to:

- Medically-documented serious illness (personal or immediate family member)
- Pregnancy, birth or adoption of child within the immediate family
- Death of an immediate family member
- Loss of employment

To apply for a Leave of Absence, the student must complete and sign a "Request for Leave of Absence" form and submit this form to the tDPT program director for the relevant semester no later than the 12th day of classes during the Fall or Spring semesters or the first day of classes for the Summer term. The student can contact the program director to obtain the Leave of Absence form. Recommendation of the program director and department chair and approval by the dean are required for a valid Leave of Absence. The original signed form will be filed in the student's permanent record and a copy will be returned to the student. If a student seeks a renewal of their

Leave of Absence, a new form is required for the relevant semester. In the event that a student does not follow these procedures and fails to enroll in course work, the student is subject to dismissal (refer to "Dismissal from the tDPT Program" section below).

Requirements for Graduation

Each tDPT student must successfully complete all courses in their approved degree plan in order to graduate.

Academic Probation

A student will be placed on Academic Probation for any of the following reasons:

1. Failure to maintain a cumulative grade point average (GPA) of 2.70 or higher. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher by the end of the following semester. A student whose cumulative GPA is less than 2.70 in consecutive semesters (i.e., fails to come off Academic Probation) is subject to dismissal (refer to "Dismissal from the tDPT Program" section below).
2. Receiving a course grade of "In Progress (PR)" or "Incomplete (I)" in two or more courses during any one semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must resolve the "In Progress" or "Incomplete" status in the applicable course(s) by the end of a semester that is specified in writing by the course instructor. To resolve the "In Progress" or "Incomplete" and return to good academic standing (i.e., be removed from Academic Probation), the student must meet in person or communicate via phone conversation or electronically with the course instructor(s) for the applicable course(s). The course instructor(s) will assign academic work to the student, including, but not limited to, all unfinished academic work as deemed necessary by the instructor(s) to complete the courses. A student who does not resolve a "PR" or "I" course grade will be subject to receiving a course grade of "F".

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the tDPT Program" section below).

Recycling

Recycling in the tDPT program is the re-taking of an entire course in which the student received a course grade of "D" or "F". For a course to be successfully recycled, a passing course grade of "C" or better must be obtained the next time the course is offered in the curriculum. A student who does not successfully recycle a course in which he or she received a grade of "D" or "F" will be subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the tDPT Program" section below). A student enrolled in the tDPT program is allowed to recycle only one course and that course can only be recycled one time.

Recycling Requirements Document

Criteria that constitute successful recycling of a course will be specified in a "Recycling Requirements Document" that will be written by the program director. The program director and department chair will sign the document. The student is required to read and sign the document, as an acknowledgment that the student is cognizant of the criteria for successful recycling. If the student refuses to sign the Recycling Requirements Document or refuses to recycle, the student is subject to dismissal (refer to "Dismissal from the tDPT Program" section below). Copies of the signed Recycling Requirements Document will be provided to the student, program director,

department chair, Director of the Office of Admissions and Student Affairs, and the student's academic advisor.

Other Considerations With Respect to Recycling

Both the original and recycled course grades are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

After successfully recycling, a student is subject to dismissal if there are any instances of subsequent academic deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any course (refer to "Dismissal from the tDPT Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website:

<http://www.ttuhs.edu/student-services/handbook.aspx>

Dismissal from the tDPT Program

A student enrolled in the tDPT program is subject to dismissal for any of the following reasons:

1. Poor academic performance
 - a. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for two consecutive semesters.
 - b. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher for any three semesters of the curriculum.
 - c. Failure to successfully Recycle a course, or refusal to sign a "Recycling Requirements Document" or to agree to recycle a course (see section on "Recycling").
 - d. Receiving a course grade of "D" or "F" in two or more courses or the same course twice.
 - e. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any subsequent semester after successfully recycling a course.
2. Failure to meet all requirements specified in the "Recycling Requirements Document."
3. Failure to complete the curriculum within the maximum allowable time of five academic years.
4. Failure to complete six credit hours in each academic year (defined as consecutive Fall, Spring and Summer semesters) without written approval of the program director.
5. Failure to comply with tDPT program Leave of Absence procedures in the event that the student does not enroll in courses for more than two consecutive semesters (Fall, Spring or Summer).
6. Based upon a complaint of misconduct as set forth in the *TTUHSC Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal" available at the following website:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Steps for Resolution of Transitional DPT Program Student-Instructor Complaints

1. If a student perceives a problem in his or her interactions with an instructor or with the instructor's assessment of the student's academic performance, the student may initiate a formal process to resolve the problem, with the understanding that the student is acting as an individual and does not represent a group of students or the entire class.

2. It is the student's responsibility to contact the instructor by email to arrange a time to discuss the problem(s). Upon request for an appointment, the instructor will make every effort to arrange a time convenient for both parties, usually within one week, in which to discuss the issue(s). The appointment will take place as a telephone conversation or, if the student lives in the same geographic area as the instructor, in person. In order to facilitate discussion and problem-solving, the "Transitional DPT Program Problem Solving Session Worksheet" (see next page) should be completed by the student. The student should complete the appropriate sections of the worksheet and send the worksheet as an electronic attachment to the instructor prior to the meeting. The remaining parts of the form will be completed by the instructor during the meeting. The instructor will sign the form and send a PDF copy of the completed form to the student by email attachment. The student will sign the form and return the signed document by mail to the instructor. The program director should be sent a copy of the completed and signed worksheet.
 - If a resolution is agreed upon by the instructor and student, the instructor documents on the form the conditions by which the problem was resolved. The matter is considered resolved at this point.
 - If either party does not abide by the conditions of the resolution, the instructor or student should contact the program director as soon as possible. If the program director is the instructor, the department chair will be notified.
 - If the student believes that the concern has not been resolved or that the instructor did not communicate with the student within an appropriate time frame, the student should schedule a meeting (telephone or in person if the student lives in the same geographic area) with the program director to discuss the issue. It will be the student's responsibility to make the appointment with the program director. The program director has the discretion to invite the instructor to the meeting with the student. A signed "Problem Solving" worksheet must be provided by the student to the program director at least 48 hours prior to the meeting. After the program director meets with the student, the program director will meet with the instructor to review the concerns. The program director will make every effort to resolve the problem(s) in a fair and judicious manner. The substantive contents of these meetings will be documented in writing by the program director.

Doctor of Science (ScD) in Physical Therapy Program

This section of the *Student Handbook* describes academic policies and procedures that are specific to the TTUHSC ScD program. Student policies that are common to the School of Health Professions are provided at the following website address:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Curriculum, Course Descriptions and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC ScD program:

<http://www.ttuhs.edu/health-professions/doctor-of-science-physical-therapy/>

Mission and Philosophy

The Mission of the Doctor of Science Program in Physical Therapy at TTUHSC is to provide an evidence-informed terminal doctoral degree program designed for the practicing physical therapist that wishes to pursue advanced studies in the area of basic and applied science, clinical practice, teaching and research.

Program Objectives

The ScD Program provides individuals with the opportunity to:

Objective 1: Construct a basic and applied science framework that can be used for Analysis, Synthesis, and Critical Thinking in clinical practice.

Measurement Metrics: Course completion

Objective 2: Utilize advanced clinical reasoning for selecting appropriate examination procedures and interpreting test outcome with the aim of analyzing patients' complex conditions.

Measurement Metrics: Course completion, qualifying exam, surveys

Objective 3: Employ documented outcomes, experience and heuristics for composing a comprehensive management strategy and appraising treatment outcomes.

Measurement Metrics: Course completion, qualifying exam, surveys

Objective 4: Incorporate advanced design and methodology for developing independent thought processes involved in teaching and research.

Measurement Metrics: Successful completion of qualifying exam, dissertation proposal, dissertation execution, and dissertation defense.

Objective 5: Initiate routine communication with colleagues across other states, countries or continents for developing professional networks and support.

Measurement Metrics: Attending contact sessions as well as completion of threaded discussions and group projects.

Objective 6: Develop specialization in order to exemplify clinical mastery.

Measurement Metrics: Qualifying exam, surveys

Objective 7: Exhibit professional competency through expertise in the areas of teaching and or research.

Measurement Metrics: Successful completion of dissertation proposal, dissertation execution, and dissertation defense.

Objective 8: Excel in advanced examination, diagnostic skills, and management strategies.

Measurement Metrics: Qualifying exam, surveys

Objective 9: Proficient in Teaching delivery and Research engagement.

Measurement Metric: Rubrics that evaluate dissertation delivery; proficiency in using research instruments.

Physical Therapy Code of Ethics

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles:

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

- 1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.
- 1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. (Core Values: Altruism, Compassion, Professional Duty)

- 2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.
- 2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.
- 2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.
- 2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
- 2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

- 3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.
- 3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.
- 3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
- 3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
- 3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other healthcare providers, employers, payers, and the public. (Core Value: Integrity)

- 4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
- 4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).
- 4C. Physical therapists shall discourage misconduct by healthcare professionals and report illegal or unethical acts to the relevant authority, when appropriate.
- 4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
- 4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
- 4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations. (Core Values: Professional Duty, Accountability)

- 5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
- 5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

- 5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
- 5D. Physical therapists shall encourage colleagues with physical, psychological, or substance related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
- 5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
- 5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. (Core Value: Excellence)

- 6A. Physical therapists shall achieve and maintain professional competence.
- 6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, healthcare delivery, and technology.
- 6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
- 6D. Physical therapists shall cultivate practice environments that support professional development, life-long learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. (Core Values: Integrity, Accountability)

- 7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
- 7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
- 7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
- 7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.
- 7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.
- 7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. (Core Values: Social Responsibility)

- 8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
- 8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- 8C. Physical therapists shall be responsible stewards of health care resources and shall avoid over-utilization or under-utilization of physical therapy services.

- 8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Program Description

The ScD is a terminal advanced clinical doctoral degree designed for licensed physical therapy practitioners to develop into advanced clinicians. It emphasizes orthopedic physical therapy in response to the great number of orthopedic musculoskeletal disorders experienced by patients. The ScD program provides concentrated study at the applied doctoral level in the clinical science areas of orthopedic physical therapy practice.

The ScD program emphasizes orthopedic physical therapy diagnostics and manual therapy. Courses are conducted through a weekend format with Web-based course enhancement. Faculty and students communicate with each other in person, via phone or fax, and through the electronic mail and the internet. Students entering the program should have ready access to a computer and be familiar with word processing, spreadsheet, and internet applications. Students without access to a computer will be required to purchase one and become familiar with it prior to beginning the program.

Social Media Policy

Currently enrolled students are reminded of the need to refrain from posting information about patients and students on social media (e.g., Facebook, Twitter, Instagram, Snapchat, LinkedIn, etc.) that violate patient and student privacy. Disclosure of such information may be a violation of federal HIPAA and/or FERPA laws, and any such violation may subject the student to disciplinary conduct pursuant to the *TTUHSC Student Handbook*. The TTUHSC social media policy can be found at: <https://www.ttuhs.edu/administration/documents/ops/op67/op6703.pdf>

Attendance and Examination for Web-Based Instruction

Students are expected to participate in all web-based learning experiences and complete all course assignments. Students are expected to notify the course instructor in advance via e-mail or telephone if they are unable to attend a lecture, lab experience or exam; notification to other faculty or staff is not adequate.

Threaded Discussion Participation

Students enrolled in ScD Program classes at TTUHSC are required to participate in threaded discussion(s) as per the guidelines outlined in each course. Failure to participate in threaded discussion(s) within the posted 10-day period will constitute a late submission and the student will receive a 20% deduction from their grade for this assignment. A late submission must be posted within the 10 days following the last day of the original 10-day time frame, unless the student makes arrangements with the instructor before the last day of the discussion. Failure to submit beyond the time frame above will constitute a failure and earn a "0" grade for the threaded discussion activity.

Policy for ScD Homework Submission

Module Homework Due Dates and *Final Module Submission Due Dates* are established for each course by the course coordinator at the beginning of the semester.

Module Due Dates: These are dates on which the modules are each due. If a student submits an assignment within 10 calendar days that follow a *Module Due Date* a given module, the student will receive a 20% reduction from their grade for that module (not including any grade reduction for the actual work). Additionally, no feedback for submitted work can be guaranteed.

Final Module Submission Date (FMSD): This date will occur 10 days after the original module due date and represents the last day that a module can be submitted to receive credit for completion. Any submission after this date without prior approval of the instructor will receive a "0" grade for that work. There is a *Final Module Submission Date* for each module. If prior approval for late submission is granted by the instructor, then an In-Progress ("PR") course grade can be issued at the end of the semester (see Policy regarding "Incomplete" and "In-Progress" grade status).

ScD Contact Session Attendance

By design, most ScD courses require both online work and contact session attendance to insure quality and depth in the student's learning process. Therefore, the ScD student's attendance at course contact sessions is required for each course in which a session is conducted. A student is excused from attending a contact session only for extenuating circumstances (listed below) AND with prior approval by the course instructor.

Category A. Excused Absence:

1. **Criterion A1: Death in the Immediate Family:** This includes parents, spouse or children
Student Action Requirement: The ScD student must provide a copy of the obituary associated with the loss.
2. **Criterion A2: Life-Threatening Illness of self or immediate family members:** This includes illnesses that threaten life of the ScD student or immediate family members requiring the ScD student's attention and care.
Student Action Requirement: The ScD student must provide documentation from their health care provider regarding the necessity of the absence. Based on HIPPA, no medical details are required in that letter, but that physician's letter of dire medical necessity will be required.
3. **Criterion A3: Life-Sustaining Medical Appointment:** This includes an appointment for dire-medical necessity of the ScD student or immediate family members
Student Action Requirement: The ScD student must provide documentation from their health care provider regarding the necessity of the absence. Based on HIPPA, no medical details are required in that letter, but that physician's letter of dire medical necessity will be required.
4. **Criterion A4: Military or National Guard service requirements**
Student Action Requirement: These are negotiated on a case-by-case basis with the course instructor and ScD program director

Category A Additional Information: If the ScD student fulfills the above requirements for Category-A Excused Absence, then the student's final course grade will be based on completion and performance of course modules by due dates as defined by the course syllabus or modified by the instructor. If the student is unable to complete the course module work by the end of the semester, the student may be eligible to receive a course grade of "PR" and to complete the required work by end of the following semester to receive full credit. If not completed by that time then the course grade will be calculated to include 0% for each component not completed.

Category B Excused Absence:

1. **Criterion B1: Death in the Extended Family**
Student Action Requirement: The ScD student must provide a copy of the obituary associated with the loss.
2. **Criterion B2: Non-Life-Threatening Illness of self or immediate family members.**
Student Action Requirement: The ScD student must provide documentation from their health care provider regarding the necessity of the absence. Based on HIPPA, no medical details are required in that letter, but that physician's letter of medical necessity will be required.
3. **Criterion B3: Non-Life-Sustaining Medical Appointment**

Student Action Requirement: The ScD student must provide documentation from their health care provider regarding the necessity of the absence. Based on HIPPA, no medical details are required in that letter, but that physician's letter of medical necessity will be required. Failure to comply with this requirement will result in the student earning a "F" grade for the course.

4. Criterion B4: Air Travel Constraints-This includes cancelled flights and weather conditions at the site of the contact session with no available alternatives.

Student Action Requirement: The ScD student must provide documentation of the cancellation or report of weather outcome in the contact session area.

Category B Additional Information: A students who is unable to attend a contact session for the above reasons is required to contact the ScD Faculty member conducting the contact session prior to the start of the session.

A student whose excused absence falls under this category must complete all module course work by the due dates as defined by the course syllabus or modified by the instructor. In addition, they are required to write a 20 page Review of Literature (minimum 35 references) regarding a topic that is deemed appropriate for the class by the instructor and submit that paper by the final course work due date in the given semester.

If a student's absence falls into Category-B, then 20% will subtracted from the course grade pending submission of the Review of Literature. The student will be able to remove the 20% deduction by successfully completing the Review of Literature requirement. The student's course grade will then depend on completion of the above requirements AND course modules by the established deadlines. If the student is unable to complete the course module work by the end of the semester, the student will be allowed to take a "PR" and complete the work by end of the following semester to receive full credit. If not completed by that time then the course grade will be calculated to include 0% for each component not completed.

Category C Excused Absence

1. Criterion C1: Pre-arranged absence due to travel requirements; Must not exceed 2 hours of a given course contact session.
Required student action: The ScD faculty member conducting the contact session must approve pre- arranged flights that occur before the end of the session. The student may be excused for no more than the final 2 hours of the session.
2. Criterion C2: Illness during a contact session.
Required student action: The student must contact and inform the ScD faculty member of the illness before the beginning of that day's contact session. If the contact session has already started and the student must leave, the ScD faculty member must be informed of the decision before the student leaves. The ScD student must seek medical attention for the illness and provide documentation from their health care provider regarding the necessity of the absence. Based on HIPPA, no medical details are required in that letter, but that physician's letter of medical necessity will be required. Failure to comply with this requirement will result in the student earning a "F" grade for the course.
3. Criterion C3: Unsafe weather in Lubbock preventing student from attending contact session after arriving for the contact session.
Required student action: The decision to cancel a class will coincide with recommendations from the National Weather Service and TTUHSC. Tornados, ice, and hail are possible weather conditions that may be experienced in Lubbock and may produce safety concerns that could delay the beginning of a contact session or lead to its cancelation.
4. Criterion C4: Illness of a family member that requires student to return home.

Required student action: The student must contact and inform the ScD faculty member concerning the decision to leave the contact session early. An excused absence will only be permitted in the case of an emergency.

5. Criterion C5: Unexpected weather or disaster harmfully affecting the student's community or residence that occurs while attending the contact session.

Action Requirement: The student must contact and inform the ScD faculty member of the issue before the beginning of that day's contact session. If the contact session has already started and the student must leave, the ScD faculty member must be informed of the decision before the student leaves.

Category C Additional Information: A student who is unable to complete a contact session for the above reasons is required to contact the ScD Faculty member conducting the contact session. For a pre-arranged travel requirement, the ScD Faculty member must be contacted prior to the contact session. For any of the other reasons, the ScD Faculty member must be contacted by the student before the end of the contact session.

A student whose absence is in this category must complete all module course work by due dates specified in the course syllabus or modified by the instructor. In addition, a student who is absent under this category is required to write a 10 page Review of Literature (minimum 15 references) regarding a topic that is deemed appropriate for the class by the instructor and submit that paper by the final course work due date in the given semester.

If a student's absence falls into Category-C, then 20% will be subtracted from the course grade pending submission of the Review of Literature. The student will be able to correct the 20% deduction by successfully completing the Review of Literature requirement. The student's course grade will then depend on completion of the above requirements AND course modules by the established deadlines. If the student is unable to complete the course module work by the end of the semester, the student will be allowed to take a "PR" and complete the work by end of the following semester to receive full credit. If not completed by that time, then the course grade will be calculated to include 0% for each component not completed.

All Other Contact Session Absences

Absence from a contact session for reasons other than described above will not be approved. Unexcused absence from a contact session will result in a 25% reduction in the course grade. For example, if the student earned 90% in the course, an unexcused absence from a contact session will result in a course grade of 65%.

Resolution of Student-Instructor Complaints

Refer to page 110 of this *Student Handbook* for information about procedures concerning the resolution of student-professor issues, and page 111 for a form to be used by students in such situations.

Residency Enrollment Requirements

Students are required to attend a minimum of 6 semester hours per semester during at least two consecutive semesters within their course of study. In the event that a student does not comply with this policy, the School of Health Professions reserves the right to defer the student's graduation until the student meets this requirement.

Enrollment During the Clinical Dissertation Project Phase of the ScD Program

Students with a Bachelor's degree are required to complete a minimum of 70 hours from the ScD curriculum. Students with a Master's degree are required to complete a minimum of 48 semester

hours. Students with a DPT degree are required to complete a minimum of 36-48 hours, depending on their previous graduate course work (including DPT semester credit hours). Each DPT applicant's transcript is considered on a case-by-case basis and final required hours are determined by the admissions committee who will evaluate if any graduate courses will substitute for a ScD course. As a part of the curriculum, ScD students are required to complete a Clinical Dissertation Project in either the teaching track or research track. In the event that an ScD student completes all required course work and qualifying examinations and only lacks the completion of the clinical project in order to graduate, the ScD Program requires that the student enrolls in at least 2 semester credit hours in the HPPT 7000 course* during every semester that the student is engaged in the Clinical Dissertation Project until project completion and defense (note that recurrent semester course enrollment is allowed for 7000 courses). A student who has not completed the qualifying exam is required to enroll in at least 3 semester credit hours to remain in good standing in the ScD Program. In the event that a student does not remain enrolled in the fashion described above, the School of Health Professions reserves the right to defer the student's graduation until the student enrolls in the number of hours missed in their clinical dissertation project process. In the event that the student does not comply with this policy, the program director will notify the student of the impending delay in curriculum completion and graduation.

Even though DPT, Master's and Bachelor's graduates can graduate with as few as 36, 48 and 70 semester hours, respectively, they will likely be required to enroll in more hours than the minimum requirement to complete their clinical projects. For example, if a Masters graduate finishes all of his or her course work but is required to continue the clinical project for 2 extra semesters, then the total number of hours compiled for graduation will be 48+6, or 54 semester hours. It is the responsibility of each student to enroll for required course work each semester.

Student Leave of Absence from the ScD Program

A ScD student may be granted a Leave of Absence in extenuating circumstances, which may include, but are not limited to:

- Medically-documented serious illness (personal or immediate family member)
- Pregnancy, birth or adoption of child within the immediate family
- Death of an immediate family member
- Loss of employment

To apply for a Leave of Absence, the student must complete and sign a "Request for Leave of Absence" form (found under "Resources" on the ScD Program Portal Website) and submit this form to the ScD program director for the relevant semester no later than the 12th day of classes during the Fall or Spring semesters or the first day of classes for the Summer term. Recommendation of the program director and department chair and approval by the dean are required for a valid Leave of Absence. If a student intends to remain on Leave of Absence beyond the semester in which the original Leave was granted, then the Leave of Absence must be renewed for each semester that the student wishes to request the sustained Leave. In order to seek a renewal of their Leave of Absence, a student must submit a new form for the relevant semester. In the event that a student does not follow these procedures and fails to enroll in course work, the student is subject to dismissal (refer to "Dismissal from the ScD Program" section below).

ScD Student Enrollment during the Graduation Semester

Students enrolled in the ScD Program in Physical Therapy at TTUHSC are required to enroll in at least one semester hour of course work (via HPPT 7104) in the semester that the student will graduate. In the event that a student does not enroll during the graduating semester, the School of Health Professions reserves the right to defer the student's graduation until the student meets this requirement.

Academic Progress Requirements

While students are completing their course work in the ScD program, they are required to successfully complete (i.e., receive a course grade of "C" or higher, or "P") at least nine curricular credit hours in within each academic year (defined as consecutive Fall, Spring and Summer semesters). All curricular degree requirements must be completed in no more than seven years. A student who fails to meet this academic progress requirement is subject to dismissal (refer to "Dismissal from the ScD Program" section below). Deviation from this academic progress schedule requires prior approval of the program director. An approved Leave of Absence exempts the student from this academic progress requirement during the interval of the absence.

Requirements for Graduation

Each ScD student must fulfill all of the following requirements in order to graduate:

1. Successful completion of all required course work. This includes a minimum of 36 hours for student in possession of an entry-level DPT degree (the final number of hours required for the DPT graduate are decided by the Admissions committee on a case-by-case basis), a minimum of 48 semester credit hours for the student with a Master's degree and a minimum of 70 credit hours for students with a Bachelors-only graduate degree (see post-professional curriculum).
2. Successful completion of the Qualifying Examination Process.
3. Successful completion of the Clinical Dissertation Project.
4. Final approval of candidacy for graduation by program director.

Clinical Dissertation Project Tracks

Each ScD student will complete a clinical dissertation project. The student's participation in the clinical project may not be limited to pure clinical research. The student will have the option to select either the completion of a clinical research project (Clinical Research Track) or the development, delivery and evaluation of a substantial clinical teaching project to other health care professional colleagues (Clinical Education Track).

Procedure

Students will conduct clinical dissertation projects as part of their ScD curriculum. Each clinical dissertation, whether involving clinical teaching or clinical research, must relate to physical therapy science or practice and be relevant to the student's program of studies. The clinical dissertation is intended to engage the students with proposal development, project design, ethics, identification of resources, and compliance with applicable TTUHSC policies and procedures. All clinical dissertations will have faculty supervision, the program director will be responsible for the ultimate review and approval of all clinical dissertation proposals prior to submission to the chair of Rehabilitation Sciences Department.

Review

Student clinical dissertation activity is reviewed on an annual basis, normally as part of the program's academic course review. This review will address whether the dissertation activities meet the course objectives.

Clinical Project Timeline

1. Each student must choose to either participate in the teaching curriculum track or the research curriculum track within 18 months of matriculation.
2. After selecting the track, the student completes the ScD Clinical Dissertation Track Agreement Form and submits the form to his or her Dissertation Chair.
3. After selecting a track, the student should begin to work with his or her Faculty Project Advisor to develop a topic for their clinical project. This will be an iterative process supported

by assignments in the relevant clinical dissertation project courses, whether found in the research or teaching tracks.

4. Students who choose the research track can either develop new research ideas in concert with a ScD faculty member or work on a faculty member's ongoing clinical research project, if the faculty member agrees.
5. Once enrolled in the Clinical Project Track, students will enroll in specific track-related courses. It is recommended that students enroll in HPPT 7301 or HPPT 7305 first within the research and teaching tracks, respectively. This enrollment should be completed by the end of the second year of the student's curriculum. These courses will be offered during Summer terms and are intended to serve as foundations for work throughout each track. As a consequence, the students will be capable of generating their preliminary project proposal upon completion of these courses.
6. Each student will select members for his or her Clinical Dissertation Project Committee. Each Committee will have at least three members: a Faculty Project Advisor (ScD faculty member), a content advisor (ScD faculty member), and a clinical advisor. The clinical advisor can be a member of the professional community who can provide advice, consultation and professional input about the content and execution of the project. This individual can be a licensed health care practitioner (such as PT, OT, or MD) or doctorally-educated scientist in a related field (such as a biomechanist or physiologist).
7. Once the topic is determined, the student will be required to complete the ScD Clinical Dissertation Project Proposal Packet:
 - a. Clinical Project Intent Form. Students should complete one of the two following forms (depending on which track they select):
 - Clinical Dissertation Research Project Intent Form
 - Clinical Dissertation Teaching Project Intent Form
 - b. Clinical Dissertation Project Committee Form
 - c. Authorship Agreement Form (if conducting a Clinical Research Project)
8. In the event that a student elects to change tracks, he or she must submit a letter of petition regarding this change to his or her Faculty Project Advisor and the program director. Upon Faculty Project Advisor approval, the student will be required to resubmit the ScD Clinical Dissertation Project Proposal Packet with revised information. The student must recognize that he or she will be required to complete all course requirements for the new track.
9. Once the track is initiated, each student is responsible for negotiating his or her specific calendar of deadlines for project components with his or her Faculty Project Advisor. Each component is then approved by the student's Faculty Project Advisor before the next component is submitted. This process will ensure that student and Faculty Project Advisor collaborate during each component of the project.

Clinical Research Track

This track will include courses that are essential to clinical research, including research design and selected topics in statistical analysis (HPPT 7301, 7406, 7000, 7104). In the research track, the clinical research project will either be original work drafted by the student, or a substantial component of a much larger multifaceted project crafted by members of the ScD Program faculty. The student will be required to engage in data collection and analysis, discussion and summary, and presentation of research results. The student will present the findings during the proposal defense to a Project Committee (comprised of faculty members within the program), who will evaluate the project, presentation, and submission. In addition, the student will be required to submit the project for publication to a peer-reviewed journal as a component of the graduation requirements.

Clinical Research Track project possibilities include, but are not limited to:

1. Randomized Clinical Trial. This can be completed by a team of two ScD students, each

- focusing on a different aspect of the project.
2. Clinical Validity and Reliability Study. This can be completed by a team of two ScD students, each focusing on a different aspect of the project.
 3. Pseudo-Experimental Designs
 4. Multiple Single-Case Design
 5. Single-Case Design and Systematic Review
 6. Retrospective Outcome Analysis
 7. Clinical Survey Research
 8. Meta-Analyses
 9. Applied Science Studies. This can be completed by a team of two ScD students, each focusing on a different aspect of the project, such as:
 - a. Gait
 - b. Landing Dynamics
 - c. Biomechanical Measures
 - d. Physiological Measures
 - e. Clinical Cadaveric Anatomy Studies

If the student selects "Single-Case Study" or "Multiple Case Design" or "Multiple Review Papers" as his or her research model, then in addition to submitting the manuscript for publication, it will normally be required that the manuscript be at least under review for publication in a peer-reviewed journal prior to graduation. Conversely, manuscripts using all other research models must be submitted, but are not required to be accepted, for publication prior to graduation.

A faculty member will be designated as the Principal Investigator (PI), and it is expected that the PI and student will strive to produce a clinical project that is worthy of consideration for publication and/or public presentation.

Clinical Research Track Responsibilities

Clinical Dissertation Chair (who will serve as Principal Investigator, or PI):

1. Will have successfully completed mandated research training programs.
2. Will be a designated faculty member who is responsible for supervising student research.
3. Will obtain approval of the student research proposal by the department chair and the Institutional Review Board (IRB).
4. Will establish a budget for the project (to be paid from course fees).
5. Will ensure that the budget for the project is reviewed by the program director and approved by the department chair.
6. Will approve all research-track related expenses and purchases. Since student research may be funded in part through course fees, the PI will ensure that such funds are used to support student research activity via departmental purchasing cards or purchase orders, only. Expenditures must cover only authorized expenses, and direct reimbursement of student research activities is not authorized.
7. Will ensure research integrity.
8. Will ensure that there is neither a conflict of interest nor inappropriate research activity sponsored with the resources of the TTUHSC, as defined under TTUHSC Operating Policies and Procedures.
9. Will identify research projects for public presentation and/or publication, and suggest possible venues or publishing opportunities.

Student:

1. Will have successfully completed a facility mandated research training program.

2. Will, under the supervision of the PI, select the research activity and develop a proposal and budget.
3. Will submit to the PI the salient information required for the IRB submission.
4. Will initiate and conduct such activity in a professional manner.
5. Will be held accountable and responsible for any expenditures exceeding the budgeted funds.
6. Will disseminate the results in an appropriate scholarly manner.

Program Director:

1. Will ensure that course research requirements are in compliance with the Institutional Review Board (IRB) policies/procedures and accreditation standards.
2. Will ensure that the PI understands the use of funding such as course fees, grants, etc.
3. Will coordinate with the Office of Sponsored Programs when provided external funding, equipment, or supplies.

Clinical Teaching Track

This track will include courses that are essential to clinical teaching, including curriculum design and selected topics in evaluation of learning (HPPT 7404, 7305, 7000, 7104). If the student selects the education track, he or she will be required to review the current literature, develop the didactic and laboratory content, construct the audiovisual components, and create the handouts for a substantial educational course or module related to physical therapy. The student will be required to coordinate all aspects of the course development, including marketing, support services, material compilation, course evaluation development, and course presentation. The student will present a pilot of the course to his or her project Committee (comprised of faculty members within the program). After approval is granted from the Committee, the student will deliver the course at a predetermined site, evaluate the learning by course participants, will appraise evaluation outcomes, report course delivery and evaluation outcomes, and modify the course based on the evaluation report. The student will present the findings to a Project Committee, who will evaluate the project, presentation, and submission.

Clinical Teaching Track Models include, but are not limited to:

1. Clinical Update Course
2. ScD Course including Sakai component and contact time
3. Technology Based Education Module Project
4. Short Course at State or National Meeting
5. Entry-Level PT Course
6. Advanced Master's Course
7. University or College Course, such as anatomy or physiology
8. Comprehensive Home Study Program

If the student selects "Comprehensive Home Study Program" or "Textbook" as his or her teaching model, then in addition to validating the manuscript, it must be accepted for peer-reviewed publication prior to graduation.

Clinical Teaching Track Responsibilities

Clinical Dissertation Chair:

1. Must have experience in educational curriculum development, administration, and evaluation.
2. Must be a designated faculty member who is responsible for supervising student teaching projects.
3. Will establish a budget for the project (to be paid from course fees).

4. Will ensure project integrity.
5. Will ensure that there is neither a conflict of interest nor inappropriate activity sponsored with the resources of the TTUHSC, as defined under TTUHSC Operating Policies and Procedures.
6. Will identify teaching projects for public presentation and/or publication, and suggest possible venues or publishing opportunities.

Student:

1. Must, under the supervision of the PI, select the teaching activity and develop a proposal and budget.
2. Must initiate and conduct such activity in a professional manner.
3. Will be held accountable and responsible for any expenditures exceeding the budgeted funds when available.
4. Will disseminate the results in an appropriate scholarly manner.

Program Director:

1. Will ensure that course research requirements are in compliance with the institutional policies/procedures and accreditation standards.
2. Will ensure that the PI understands the use of funding such as course fees, grants, etc.
3. Will coordinate with the Office of Sponsored Programs when provided external funding, equipment, or supplies.

Qualifying Examination

As of January 1, 2017, the ScD Qualifying Examination Process was modified in response to University accreditation requirements. The new Qualifying Examination process will include (3) Phases:

- Phase I = Content
- Phase II = Application
- Phase III = Query

The qualifying examination is one of the major features of the ScD program. It encompasses core, clinical, and elective areas of emphasis as indicated on the official plan of study. The examination requires synthesis, evaluation, and application of knowledge acquired during the course of study in the ScD program, including all formal and informal educational experiences. Consequently, satisfactory performance in ScD course work does not necessarily guarantee successful performance on any portion of the qualifying examination. Students are NOT required to complete Phases I, II, and III in succession. Students are allowed to complete all three phases in ANY order. Students normally will sit for the ScD Qualifying Examination Phases I and II after successfully completing all relevant course work. Each student must pass all components of the three phases of the qualifying examination with at least the minimal grade described below prior to defending his or her clinical dissertation.

Phase I: Content

Phase I will assess the student's synthesis and application of core coursework, chosen electives, and clinical course content. There are three options available for the successful completion of Phase I.

- Option 1: COMT Combined Examination - (2) Components*
 - Component 1 = IAOM-US COMT Examination (Covers 6 IAOM-US courses; 4 hours)
 - Component 2 = ScD Elective & Core Course Content Essay Examination (4 hours)

- Option 2: COMT 2-Part Examination: - (3) Components*

Component 1 = IAOM-US COMT I (Covers 3 IAOM-US courses; 3 hours)
 Component 2 = IAOM-US COMT II (Covers 3 IAOM-US courses; 3 hours)
 Component 3 = ScD Elective & Core Course Content Essay Examination (2 hours)
 The COMT I exam must be completed on a date prior to the COMT II and Elective & Core Content Essay

Option 3: ScD Written Essay Examination - (2) Components*

Component 1 = Clinical Courses Essay Examination (4 hours)

Component 2 = ScD Elective & Core Course Content Essay Examination (4 hours)

In each of the options noted, the students understanding of core and elective curricula will be assessed via a written essay examination. The options also provide a means to assess each ScD student's understanding of 6 clinical courses. The clinical courses normally encompass the entire content for all extremity clinical courses or all spine clinical courses, or all upper quarter courses (see below), or all lower quarter courses (see below). Thus, ScD students will be examined in one of the following four different combinations:

1. HPPT 6321 through HPPT 6326 (clinical extremity courses)
2. HPPT 6327 through HPPT 6332 (clinical spine courses)
3. HPPT 6321 through HPPT 6323 AND HPPT 6327 through HPPT 6329 (upper quarter courses)
4. HPPT 6324 through HPPT 6326 AND HPPT 6330 through HPPT 6332 (lower quarter courses)

Options 1 and 2 allow a student to complete a certificate of manual therapy at the conclusion of the assessment. This certification process requires both a written assessment of knowledge and practical assessment of skills. The test sequence for six courses can be taken in one or two parts. If the student elects to take the test for all six courses in one test session, then he or she will be completing written and practical examination components over all six courses in the sequence. If the student elects to take the qualifying examination in two parts, then he or she will take the written and practical examination components for three courses* in the sequence on the first examination sitting and the remaining three courses* in the sequence for the second sitting. If a student enters the ScD program with a COMT or as a Fellow in orthopaedic manual physical therapy, he or she will only be required to complete the written essay examination covering the core and elective curriculum.

* 3-Course combination possibilities for testing: HPPT 6321-6323, HPPT 6324-6326, HPPT 6327-6329, and HPPT 6330-6332.

Phase I Examinations

Examinations will be offered at TTUHSC in Lubbock, TX, three times a year, once each semester. Students in the ScD program who intend to sit for any portion of Phase I must notify his or her advisor regarding these intentions by the following dates corresponding to the semester during which they intend to sit for the exam:

<u>Examination Date</u>	<u>Notification Date</u>
Spring Semester	February 1
Summer Semester	June 1
Fall Semester	September 1

Phase I Passing Score

Each ScD student must achieve the following minimum scores on each component of the qualifying examination in order to earn a comprehensive passing score:

- Written Essay Examination Core and Elective Courses: Pass, Remediate, Fail
- Written Essay Examination (if selected) Clinical Courses: Pass, Remediate, Fail

- COMT combined score: 70% (practical exam comprises two-thirds of overall score)
 - Written COMT Examination: 70% (as per International Academy of Orthopedic Medicine clinical exam grading standards)
 - Practical COMT Examination: 70%

If the student elects to take the qualifying examination in two parts, then he or she must achieve the comprehensive passing score on each three-course part of the examination. If a student does not achieve a passing score on any examination component, then he or she must retake the component within a year of the previous unsuccessful attempt. A student can retake each examination component only one time in an attempt to obtain a passing score. The passing score on a retake of a particular component will replace the previous non-passing score for that component. If the student does not pass a particular component of Phase I on the retake of that component, then the student will be given the option to complete a comprehensive oral examination clinical, core and elective material. This examination will be conducted in front of a board of no less than three ScD faculty members of the program director's choosing. The oral examination will be graded using a standardized rubric. If the student does not pass the oral examination, the student is subject to dismissal from the program. Refer to "Dismissal from the ScD Program" section below for additional information.

Phase II: Application

Phase II of the Qualifying Examination is a comprehensive "closed book" and "closed note" oral examination testing the student's knowledge and clinical application of information from 6 clinical courses (HPPT 6321-6332) and the two core courses (HPPT 6404 and HPPT 6317). The oral examination will occur in a private room with access to necessary clinical equipment necessary to perform a subject (simulated patient) evaluation and treatment.

There are two options for the completion of the ScD Qualifying Examination Phase II.

Option 1: ScD student practices in an outpatient Orthopaedic setting

Option 2: ScD student practices in a non-Orthopaedic setting (Area of practice to be determined by the advisor and ScD student).

Phase II Examinations

Students in the ScD program who intend to sit for Phase II must notify his or her advisor regarding these intentions by the following dates corresponding to the semester during which they intend to sit for the exam:

<u>Examination Date</u>	<u>Notification Date</u>
Spring Semester	February 1
Summer Semester	June 1
Fall Semester	September 1

The examination will be administered in one session over the course of not more than three hours on one day. The student will complete the following process for three separate cases. The cases will be specific to the chosen area of practice as well as the 6 clinical courses included in Phase I of the ScD Qualifying Examination. Emphasis will be made on the clinical reasoning associated with the decision-making process in regard to patient evaluation and management and answering questions about the "how" and "why" the techniques are used. Phase II can be accomplished via teleconference or in Lubbock TX. A student will be given credit for completing Phase II if they enter the program as a Fellow in orthopaedic manual physical therapy.

Phase II Passing Score

A 3-member panel will deliver the oral examination. Two members of the panel will be faculty

members in the ScD program, while the third member can hold a faculty position or be a clinician with expertise in the area tested. All members will hold a graduate degree from an accredited university. Each panel member will grade the exam and vote "Pass" or "Remediate." "Remediate" indicates that the final grade decision (pass or fail) will be deferred until additional information can be obtained. A split vote defaults to "Remediate". Each ScD student must achieve the "Pass" score in order to complete Phase II of the ScD Qualifying Examination.

The remediation examination will take place no later than the subsequent semester after the student is notified about results of the oral examination. The student may repeat the examination component that was not passed on the first attempt. This repeat cannot be performed any earlier than the semester following the failed attempts. The remediation examination will be scheduled and coordinated by the ScD student advisor. If the ScD student receives a grade of 'Fail' during the remediation he or she will normally be dismissed from the program. Refer to "Dismissal from the ScD Program" section below for additional information.

Phase III: Query

All students are required to complete the ScD Clinical Dissertation Proposal process plus an "open book" take home examination testing the student's knowledge and application of information from the two applicable track courses (either HPPT 7301 and 7406 or HPPT 7305 and 7404).

Phase III Examinations

Students in the ScD program who intend to complete the ScD Clinical Dissertation Proposal and the Take-Home Examination must notify his or her advisor regarding these intentions. The Take-Home Examination must be completed prior to defense of the clinical dissertation. The student will be allowed to use any resource available to completely answer the questions posed. The student will be required to provide references (in AMA format) for any source used. Sources may include, but are not limited to, material provided during the clinical track courses. Material other than course material can be used to answer questions.

Students in the ScD program who intend to complete the ScD Clinical Dissertation defense must complete the defense process by the following dates corresponding to the semester during which they intend to defend:

<u>Defense Semester</u>	<u>Deadline for Defense</u>	<u>Deadline for Submission to Department Chair*</u>
Spring Semester	March 15	April 1
Summer Semester	June 15	July 1
Fall Semester	October 15	November 1

*Submitted by the Project Chair to the ScD program director, who submits to the DRS department chair

Phase III Passing Score

Grading of the Take-Home examination will be performed by the instructor of the respective teaching or research courses. The take-home examination will be graded on the following scale: Pass, Remediate, Fail. Each ScD student must achieve the "Pass" score in order to complete Phase III of the ScD Qualifying Examination.

The remediation exam will take place in the subsequent semester after the student is notified about results of the written exam. The student will complete the exam component that was not passed on the first attempt. The remediation exam will be scheduled and coordinated by the chair of the examination committee. The remediation exam normally will be an oral examination that normally will require no longer than one hour complete (not exceeding two hours). If the ScD student receives a grade of 'Fail' during the remediation he or she may be dismissed from the Program. Refer to

"Dismissal from the ScD Program" section below for additional information.

ScD Dissertation Proposal is graded as Pass-Fail. With a "Pass" grade, then the student can proceed to complete the Dissertation delivery. With a "Fail" grade, the student can repeat the dissertation proposal process one time in a subsequent semester. A student who fails to pass the proposal a second time will be subject to dismissal from the program (refer to "Dismissal from the ScD Program" section below).

The ScD Dissertation Defense is graded as Pass-Fail.

Procedure When the ScD Clinical Dissertation Is Completed Successfully.

If the dissertation is completed successfully (receiving a "Pass" grade), the chair of the dissertation committee will send the completed Dissertation document with signed title page to dean of the SHP, via the ScD program director and DRS chair, that the student has completed all program requirements successfully and is recommended for graduation. Following approval by the dean, the student may then proceed with graduation.

Procedure When the ScD Clinical Dissertation Is Not Completed Successfully.

If the dissertation is not completed successfully, the department chair and dean of the School will be notified that the student not be recommended for graduation for that semester. The student may repeat the dissertation defense process one time in a subsequent semester. A student who fails to pass the defense a second time will be subject to dismissal from the program (refer to "Dismissal from the ScD Program" section below).

Academic Integrity

Professionals are expected to practice with a commitment to high standards and integrity. The development of this commitment proceeds during academic training. Academic misconduct is considered to be an act contrary to professional ethics and includes, but is not limited to, cheating, plagiarism, falsification of records, and any and all other actions that may distort evaluation of a student's academic performance or achievement, assisting others in such acts, or attempting to engage in such acts. All assignments and exams are to be the exclusive work of each individual student, and all assignments should be prepared entirely and exclusively for this course.

1. A student who witnesses academic misconduct or who is approached with an offer to gain unfair advantage or commit academic misconduct is obligated to report that violation to the appropriate authority. Failure to do so may result in disciplinary action.
2. "Academic misconduct" involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act.
3. "Cheating" includes, but is not limited to:
 - a. Using any aid, sources and/or assistance beyond those authorized by the instructor in taking a course, laboratory, field work, quiz, test or examination; writing papers; preparing reports; solving problems; or carrying out assignments;
 - b. Submitting substantially the same work to satisfy requirements for one course that has been submitted in satisfaction of requirements for another course, without specific permission of the instructor of the course for which the work is being submitted.
 - c. Falsifying research data, laboratory reports and/or other academic work offered for credit;
 - d. Taking, keeping, misplacing or damaging the property of the University, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct;

- e. Alteration of grade records;
 - f. Bribing, or attempting to bribe, a member of the University community or any other individual to alter a grade;
 - g. Falsification, fabrication, or dishonesty in reporting laboratory and/or research results;
4. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any other means another's work (such as words, ideas, expressions, illustrations, or product of another), in whole or in part, and the submission of it as one's own work offered for an academic credit or requirement. When a student presents the works of another (published or unpublished) in his/her academic work, the student shall fully acknowledge the sources according to methods prescribed by his/her instructor.

Midterm Academic Warning Letters

The program director of the ScD Program will issue a midterm academic warning letter via email and conventional mail to a student who is in poor academic standing during the respective semester.

"Incomplete" and "In Progress" Course Grade Assignment

A course grade of "Incomplete" ("I") is assigned by an instructor when a student is not able to complete a course due to unforeseen personal circumstances, such as illness or emergency, and the majority of the course has already been completed. A course grade of "In Progress" ("PR") is assigned by an instructor when the requirements of a course extend beyond a semester, but when satisfactory progress has been demonstrated by the student.

Refer to the following link for the School policy regarding grade assignments of "I" and "PR":
<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

To resolve the "In Progress" or "Incomplete" grade assignment, the student must meet in person or communicate via phone conversation or electronically with the course instructor(s) for the applicable course(s). The course instructor(s) will assign, in writing, deadlines for completion of all academic work required of the student to complete the course. A student who does not resolve a "PR" or "I" course grade by the deadline established by the instructor will be subject to receiving a course grade of "F".

It is the student's responsibility to request and submit information to the course coordinator to be considered for a "PR" or "I" course grade assignment. If a "PR" or "I" course grade is assigned by the instructor, the final due date for completing all course work will be established by the course instructor and communicated to the student in writing. The student's responsibilities regarding a request for an "I" or "PR" grade assignment include the following:

1. The student must notify the course instructor that he or she seeks a grade assignment of "I" or "PR".
2. This notification must be provided in written form via email no closer than 10-days prior to the Last Day of Class.
3. If the student does not comply with this responsibility, then a grade of zero will be assigned to all unsubmitted work.

For both the "PR" and "I" course grade assignments, it is the student's responsibility to submit all required course work to the course instructor by the established deadlines. A grade of zero will be assigned for all late work.

Academic Probation

A student will be placed on Academic Probation for any of the following reasons:

1. Failure to maintain a cumulative grade point average (GPA) of 2.70 or higher following

completion of the initial two semesters in the ScD program, and at the completion of all subsequent semesters. Cumulative GPA is calculated at the end of each semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must raise his or her cumulative GPA to 2.70 or higher within 15 credit hours or three semesters, whichever comes first. A student who fails to come off Academic Probation as specified above is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the ScD Program" section below).

2. Receiving a course grade of "In Progress (PR)" or "Incomplete (I)" in two or more courses during any one semester. For a student to return to good academic standing and be removed from Academic Probation in this situation, the student must resolve the "In Progress" or "Incomplete" status in the applicable course(s) by the end of a semester that is specified in writing by the course instructor. To resolve the "In Progress" or "Incomplete" and return to good academic standing (i.e., be removed from Academic Probation), the student must meet in person or communicate via phone conversation or electronically with the course instructor(s) for the applicable course(s). The course instructor(s) will assign academic work to the student, including, but not limited to, all unfinished academic work as deemed necessary by the instructor(s) to complete the courses. A student who does not resolve a "PR" or "I" course grade will be subject to receiving a course grade of "F".

A student who has been on Academic Probation twice and subsequently meets any of the criteria for Academic Probation a third time is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the ScD Program" section below).

Recycling

Recycling in the ScD program is the re-taking of an entire course in which the student received a course grade of "D". For a course to be successfully recycled, a passing course grade of "C" or better must be obtained the next time the course is offered in the curriculum. A student who does not successfully recycle a course is subject to dismissal on grounds of academic deficiency (refer to "Dismissal from the ScD Program" section below). A student enrolled in the ScD program is allowed to recycle only one course.

A student who receives a course grade of "F" is subject to dismissal on grounds of academic deficiency without the option of recycling (refer to "Dismissal from the PhD Program" section below).

Recycling Requirements Document

Criteria that constitute successful recycling of a course will be specified in a "Recycling Requirements Document" that will be written by the program director. The program director and department chair will sign the document. The student is required to read and sign the document, as an acknowledgment that the student is cognizant of the criteria for successful recycling. If the student refuses to sign the Recycling Requirements Document or refuses to recycle, the student is subject to dismissal (refer to "Dismissal from the ScD Program" section below). Copies of the signed Recycling Requirements Document will be provided to the student, program director, department chair, Director of the Office of Admissions and Student Affairs, and the student's academic advisor.

Other Considerations With Respect to Recycling

Both the original and recycled course grades are used to calculate cumulative GPA, and both course grades will appear on the student's transcript.

A student enrolled in the ScD program is allowed to recycle only one course. After successfully recycling, a student is subject to dismissal if there are any instances of subsequent academic deficiency, including a cumulative GPA below 2.70 or receiving a course grade of "D" or "F" in any

course (refer to "Dismissal from the ScD Program" section below).

It is the student's responsibility to obtain financial information and pay for additional expenses that will be incurred as a result of recycling.

Student Misconduct

Student misconduct can lead to dismissal with no opportunity to remediate or recycle. For policies and procedures related to behavioral deficiencies and misconduct, refer to the *TTUHSC Student Handbook*, available at the following website:

<http://www.ttuhs.edu/student-services/handbook.aspx>

Dismissal from the ScD Program

A student enrolled in the ScD program is subject to dismissal for any of the following reasons:

1. Poor academic performance:
 - a. Failure to raise cumulative GPA to 2.70 or higher within 15 credit hours or three semesters (whichever comes first) after being placed on Academic Probation for having a cumulative GPA below 2.70.
 - b. A course grade of "F" in any course.
 - c. Failure to successfully Recycle a course, or refusal to sign a "Recycling Requirements Document" or to agree to recycle a course (see section on "Recycling").
 - d. Receiving a course grade of "D" or "F" in any course after successfully recycling a course.
 - e. Failure to maintain the academic standard of a cumulative GPA of 2.70 or higher in any semester after successfully recycling a course.
2. Failure to complete the curriculum within the maximum allowable time. The student has a maximum of seven academic years to complete the program.
3. Failure to complete nine credit hours in each academic year (defined as consecutive Fall, Spring and Summer semesters).
4. Failure to successfully pass the Qualifying Examination as described in the "Qualifying Examination" section above.
5. Failure to Pass the ScD Clinical Dissertation Proposal process after a second attempt.
6. Failure to Pass the ScD Clinical Dissertation Defense process after a second attempt.
7. Failure to comply with ScD program Leave of Absence Procedures in the event that the student does not enroll in courses during any given semester.
8. Based upon a complaint of misconduct as set forth in the *TTUHSC Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Health Professions. Refer to the School of Health Professions policy entitled "Academic Dismissal", available at the following website:

<https://hscweb.ttuhs.edu/health-professions/current/policies.aspx>

Steps for Resolution of ScD Student-Instructor Complaints

1. If a student perceives a problem in his or her interactions with an instructor, or with the instructor's assessment of the student's academic performance, the student may initiate a formal process aimed at resolving the problem, with the understanding that the student represents only himself or herself, and does not represent a group of students or the entire class.
2. It is the student's responsibility to schedule an appointment with the instructor. The student will meet privately with the instructor (or by phone if student is not local) to discuss the problem(s). Upon request for an appointment, the instructor will make every effort to meet with the student in a timely manner. The "ScD Program Problem Solving Session Worksheet" (see next page) is to be completed by the student and brought to the appointment. The student completes the appropriate sections of the worksheet. The remaining parts of the form will be completed by the instructor during the meeting. The instructor and the student will sign the form and the student will receive a copy of the completed form.
 - If a resolution is agreed upon by the instructor and the student, the instructor documents on the form the conditions by which the problem was resolved. The matter is considered to be resolved at this point.
 - If either party does not abide by the conditions of the resolution, the instructor or student are to contact the program director. If the program director is the instructor, the department chair will be notified.
 - If the student believes the concern has not been resolved at the meeting with the instructor, or that the instructor has not met with the student within an appropriate time frame, then the student should schedule a meeting with the program director to discuss the issue. It will be the student's responsibility to make the appointment with the program director. The program director has the discretion of inviting the instructor to the meeting with the student. A signed "Problem Solving" worksheet must be provided by the student to the program director before or during the meeting, in order to document that the process outlined above has been followed. After the program director meets with the student, the program director will meet with the instructor to review the concerns. The program director will make every effort to resolve the problem(s) in a fair and judicious manner. The substantive contents of these meetings will be documented in writing by the program director.

ScD Program Problem Solving Session Worksheet

Appointment Date: _____

Student name: _____ Instructor name: _____

Prior to the appointment, the student completes sections 1 and 2 of this worksheet. Sections 3 and 4 are completed by the instructor during the meeting.

1. Student's statement of problem (to be filled in by student):

2. Student's suggested solution for the problem (to be filled in by student):

3. Instructor's comments (to be filled in by instructor):

4. Plan for resolution. Include timeline, goals, etc., as appropriate (to be filled in by instructor):

In signing this form, the student acknowledges that a meeting with the instructor has occurred and the above information was discussed. The student signature does not necessarily indicate that the student agrees with the resolution proposed by the instructor. The student is to be provided a copy of this completed form.

Student signature

Date

Instructor signature

Date