

UVM DOCTOR OF PHYSICAL THERAPY PROGRAM HANDBOOK



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rms@med.uvm.edu

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Introduction and History of the UVM Physical Therapy Program

Introduction

The Doctor of Physical Therapy (D.P.T.) Program at the University of Vermont is well recognized for preparing D.P.T. graduates as practitioner scholars who successfully translate evidence into contemporary best practice. The D.P.T. program offers a professional entry doctoral degree and requires full-time study over a period of 2.5 years, including summers. The program integrates the basic and clinical sciences with essential skills in scientific inquiry, leadership, business, ethics and policy to produce graduates prepared to provide patient centered care and participate as primary care team members within an evolving complex health care environment. As a component of graduate study, students participate in faculty mentored scholarship.

Students broaden their professional preparation through 32 weeks of clinical internships interspersed throughout the curriculum. Internships are offered throughout the U.S. in a variety of specialty areas and require student travel to these locations. Assignments are based on students' educational needs and clinical site availability. Students are responsible for all costs associated with clinical internships.

Exceptional faculty role model clinical and research expertise across each of the specialty areas of physical therapist practice while facilitating student development as movement system experts who promote health through exercise at the individual and community level.

History

The UVM physical therapy program began in the early 1970's under the leadership of Professor Samuel Feitelberg and graduated its first class of students with a baccalaureate degree (BS) in 1973. In 1996, Professor Feitelberg retired and Dr. Jean Held assumed leadership of the Department of Physical Therapy as Chair until her retirement in 2007. During this time, UVM graduated the last class of students with a B.S. degree and in 2000, the Department enrolled its first class of students for the Master of Physical Therapy (MPT). As physical therapist scope of practice increased, educational needs expanded; and with national efforts moving toward doctoring level of education for entry professional practice, the University quickly transitioned from the MPT to the Doctor of Physical Therapy (D.P.T.) degree. The 1st class of D.P.T. students enrolled in 2005 and graduated in May of 2008. Dr. Diane Jette joined the faculty in 2007 and became the first Chair of the newly formed Department of Rehabilitation and Movement Sciences (RMS), comprised of physical therapy, athletic training and exercise and movement science.

Dr. Barbara Tschoepe assumed the role of DPT Program Director in the Fall of 2015 and led faculty in the development of a movement systems approach to DPT education, as well as establishing DPT faculty practice collaborations in the greater Burlington community. Since 2014, the UVM D.P.T. program has experienced a great deal of growth with increasing numbers of highly

Program Vision, Mission, Values, Goals and Graduate Outcomes

Vision

To be recognized for leadership in our contributions to the creation, advancement and dissemination of translational research while striving toward excellence to educate D.P.T. scholars who collaborate to “transform society by optimizing movement,” for the promotion of individual and population health of our communities and society.

Mission

To prepare graduates to lead and collaborate in the quest of promoting the health of individuals, communities and society through movement and exercise in order to optimize function, activity, and participation across environments. UVM graduates provide ethical, evidence-based, client-centered services in a culturally sensitive manner as they serve society to enhance quality of life. Graduates are decision makers in the primary care team who have a clear understanding of the importance of lifelong learning that will support their client, patient and professional needs. Faculty model and support student learning of these expected educational outcomes.

Values

Accountability,

3. Collaborate with patients, families and professional colleagues to optimize health outcomes, maximize patient experience, and facilitate cost efficiency.
4. Apply evidenced-based clinical and practice management that exhibits value-based patient/family centered care.
5. Advocate to improve health outcomes and increase the value of care for our society.
6. Offer consultation as movement system experts while demonstrating value and adherence to ethical and legal principles.
7. Communicate via means commensurate with needs of the individuals within the context of the task and environment.
8. Educate patients/clients, peers, professional colleagues, and the community.

Curriculum

Curricular Framework, Plan and Courses
The

Professional Behaviors Policy

Rationale for Policy

D.P.T. students must abide by professional and clinical site behavioral and professional expectations.

Policy Statement

Education in professional behavior is an explicit component of the DPT curriculum. Students must develop mastery of professional behavior in didactic and clinical education learning environments during the Program. Students must also commit to adhering to all regulations regarding conduct established by the DPT Program.

The education of a quality physical therapist involves more than teaching students the cognitive and psychomotor pieces of clinical sciences, clinical skills, clinical decision making, patient care management, and best business practice. It also includes the development of affective behaviors, including professionalism. To this end, all components (affective, cognitive, and psychomotor) are considered part of the **academic process**.

Standards of affective and professional behaviors are critical for professional performance and are incorporated into evaluating student progression through the curriculum. In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of professional behaviors is required for success in any given profession. The professional behaviors described for physical therapists are outlined here

9. **Stress Management:** the ability to identify sources of stress and to develop effective coping behaviors.
10. **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.

C+

Clinical Education

Clinical education is graded a Satisfactory (S)/Unsatisfactory (U) basis. The Director and Clinical Education team have the final responsibility for assigning the grade. A Clinical Education course may be repeated only once throughout the entire clinical education curriculum. Should students need to repeat a CE course, the repetition may not take place until the next clinical education course is offered and may delay academic progression with cohort. Refer to "Academic Progression and Retention Policy" for specific academic progression details.

Course Assignments

Late submissions of assignments will incur a

Unsatisfactory Academic

Graduation Requirements

Rationale for Policy

The Doctor of Physical Therapy program at the University of Vermont is well recognized for preparing D.P.T. graduates as practitioner scholars who successfully translate evidence into contemporary best practice. The D.P.T. program offers a professional entry doctoral degree and requires full-time study over a period of 2.5 years, including summers. The program integrates the basic and clinical sciences with essential skills in scientific inquiry, leadership, business, ethics and policy to produce graduates prepared to provide patient centered care and participate as primary care team members within an evolving complex health care environment. As a component of their study, students participate in faculty mentored scholarship.

Policy Statement

Minimum Degree Requirements

Completion of all required courses with a GPA of 3.0 or better. Satisfactory completion of all clinical education experiences and internships. Completion of requirements for comprehensive examination.

Students will be recommended for graduation if:

- Their GPA is 3.0 or greater at the end of their didactic course work
- They receive no more than 2 passing grades below a B
- They pass their Comprehensive Examination
- They successfully complete all clinical education requirements
- They are recommended for the degree by the D.P.T. faculty.

National Physical Therapy Exam

Students will select individual state board information for the National Physical Therapy Exam and complete and all requirements for licensure based on requirements outlined by the Federation of State Boards of Physical Therapy and individual state board. Requirements may vary by state and it is the student's responsibility to adhere to both state and federal requirements.

Leave of Absence, Withdrawal and Out of Sequence

Rationale for Policy

Students can request a leave of absence for medical, family or personal reasons if in good academic standing. If granted by the program director/designee, upon return from the leave of absence, the student will be out of sequence with their prior class cohort. In addition, a student may decide to personally withdraw from the program.

Withdrawal Policy Statement ca

Cancellation of Clinical Site Policy

Rationale for Policy

Clinical education sites are solicited a year or more in advance at the voluntary agreement of a facility that has an executed clinical agreement. Clinical sites may on occasion, cancel a site at the last minute due to unanticipated circumstances.

Policy Statement

Clinical sites may cancel or change an internship assignment for any reasons including staffing issues, patient census issues etc. These cancellations can occur at any time prior to the start of clinical experience or internship and are not within the control of UVM. Should students have a cancellation of an assigned clinical education internship, the DCE and clinical education team communicates this to them as soon as possible and works with students and clinical site

via the clinical advisor to the clinical site SCCE and CI. Final approval is dependent upon the support of the SCCE and CI. All planned absences must be re-scheduled at the convenience of the clinical site.

Clinical Internship Assignment Process and Timeline Policy

Policy Rationale

D.P.T. clinical assignment process and timelines are described so students are

When the lists are released, students are encouraged to review the details/requirements of each possible site use

Consequences of Unsatisfactory Performance in Clinical Education Policy

Rationale

Request for New Clinical Education Site

Rational for Policy

Developing new clinical sites across the country is a dynamic process that involves many stakeholders, execution of a legal contract, and additional processes related to creating and sustaining a clinical partnership that serves the clinical entity, UVM DPT and students. While we welcome student suggestions, the primary source of clinical site development occurs through professional meetings and collegial/community outreach. The process of fully onboarding a new academic-clinical partnership can be lengthy and requires ongoing efforts between multiple parties.

Policy Statement

Students may submit requests for new clinical sites from September- February of their first academic year.

These requests must include:

- The student's reason for recommending the clinical site

- The clinic/hospital web site address

- A clear description of how you believe the site will enhance the UVM DPT clinical education program as an ongoing clinical partner

resolved.

Those who do not meet ALL four criteria should be acknowledged.

To foster an open communication between faculty and students, the subject of authorship must be

D.P.T. Mandatory Requirements

- Fingernails: Should be clean, short and neatly manicured.
- Other guidelines: Eating or drinking (except water) is not permitted in lab. Either is acceptable in lecture, as necessary due to tight classroom/lab scheduling.
- Dress code expectations for lab practical exams will be specified by the course coordinator.

Interactions with guests/patients/clients in classroom, laboratory, community and clinical settings:

The following guidelines for student appearance and clothing apply when guests come to the classroom or lab, when students go out into the community as part of course, or when students participate in clinical simulation experiences.

- Professional casual attire (e.g., no jeans, t-shirts or sport/exercise clothing) that covers torso (neck to knees), upper arms and legs.
- Clothing that is neat, clean, and in good condition (not frayed, ripped, or with holes) and is commensurate with your professional role and consistent with the setting.
- UVM name tag (lab and community settings).
- Closed toe/heel and no heeled shoes; shoes must be in good repair and have a no-skid sole.
- Students are to be clean and well-groomed at all times. Effort should be taken to avoid bad breath, body odors and perfumes or scents.
- Jewelry: Should be minimal, simple and appropriate to professional attire.
- Must meet safety standards. Avoid

Student

Funding D.P.T. Students to Attend Conferences

Rationale for Policy

The D.P.T. program promotes student participation in professional conferences as part of their lifelong-learning experience. All D.P.T. students engage in faculty-supervised research projects during their tenure in the program and are encouraged to submit abstracts to disseminate project summaries to approved national conferences. This policy is intended to clarify eligibility for funding from the program to attend conferences.

Procedures

If an abstract is submitted for presentation and is accepted, the program may appropriate, match, or contribute funds accordingly, for travel-related expenses including registration, accommodation, and travel. All students who participate in a conference presentation are eligible for physical therapy program financial support. Funds available for DPT students are subject to yearly changes. Specific amounts vary from year to year and are allocated by the Program Director. Students are responsible for meal expenses. Funding can be used for students presenting at conferences within 6 months post-graduation. Funding to support conference participation will be provided ONLY if ALL the following conditions are met:

The student/and or group has submitted an abstract to a professional research conference of interest and is accepted.

1. The student has presented at the UVM Student Research Conference.
2. The student has applied for the Graduate College Mini-Travel Grant within the time period prescribed by the Graduate College, prior to the conference. As the Mini-Travel Grant application is awarded on an individual basis, each student (even from the same group) must apply individually. Each student must request a letter from the faculty research advisor (to be submitted with their application) explaining that their work is a group project and that there is equal contribution from all members of the group.

Student Success, Support and Safety

D.P.T. Program Academic Advising

Rationale for Policy

The UVM.D.P.T. program believes that advising of all students is important and is key to promoting academic success and professional formation of D.P.T. students.

Policy Statement

D.P.T. students are assigned

through demonstration of new learning and reflection within program curricular threads. Advisors also provide students with guidance on professional formation as well as professional development opportunities. Although the ultimate responsibility

Student Awards

The D.P.T. faculty with student input offers

APTA Minority
Scholarship
Award for
Academic
Excellence

Application Deadline:
December

Minority student
in final academic
year

To

Laboratory Organization and Upkeep
Students

Appendices

Appendix A: Signature Confirmation Page

D.P.T. PROGRAM SIGNATURE PAGE

Print Name: _____

D.P.T. CLASS OF 2027 STUDENT HANDBOOK ACKNOWLEDGEMENT

I have reviewed the Class of 2027 Student Handbook, understand its content, and agree to abide by the policies and procedures therein.

Signature: _____ Date: _____

UVM ACADEMIC INTEGRITY

I have read the information on academic integrity and agree to abide by the principles, policies and procedures.

Signature: _____ Date: _____

TECHNICAL STANDARDS/ ESSENTIAL FUNCTIONS ACKNOWLEDGEMENT

I have read the Technical Standards/ Essential Functions required for the D.P.T. program at UVM

Appendix B: Technical Standards /Essential Functions for D.P.T. Students

Candidates for the Doctor in Physical Therapy degree from the University of Vermont are required to meet the following technical standards and be able to perform the essential functions required by accepted standard of care for Physical Therapists as located in Appendix A. These standards detail the required essential abilities and reflect the standards of care for physical therapist practice. They were developed to establish performance expectations that assure the delivery of safe and effective care during professional practice. All students of the D.P.T. program are required to meet these technical standards/essential functions with or without reasonable accommodation. Students with disabilities who may need reasonable accommodations to meet the standards at the time of admission or in the course of the D.P.T. program must contact the University Student Accessibility Services (SAS) office for accommodations, consultation, collaboration, and educational support services for certification and assessment of reasonable accommodations.

Communication with D.P.T. Director and faculty then follow this assessment. Information about th7 0 0 1 72.024 550.27 Tm0 g0 G

Affective Functions

-

Behavior Attributes

- Student must be able to accept constructive feedback, respond with appropriate self-reflection, and

Appendix

Appendix G: Student Participation in the Laboratory Activities Release Form

This release form is a companion to the “Student Participation in

**Appendix J: Parent or Guardian Consent to Participation in Teaching Activity
signature form**

I have had explained to my satisfaction the purpose and the format of the

Appendix L: Consent to be Photographed, Audio Recorded and/or Videotaped release form

I understand that the photographic, audio and video recordings (called 'footage') will be used for future educational purposes only. I was able to ask questions and get answers about how the footage will be used. A record of the footage will be kept in a secure area in the faculty's locked office and the security of the footage will be maintained by the course instructor. I understand that I may withdraw my consent at any time for any reason.

By checking the appropriate box below, I _____ (please print) provide my permission for the following and sign below:

Please check here if you give UVM, or a photographer working on behalf of UVM, permission to photograph you during your participation in a teaching activity.

Please check here if you give UVM, or a (n) audiographer/videographer working on behalf of UVM, permission to use footage of you during your participation in a teaching activity.

Signature _____ Date _____

Course Instructor _____ Date _____

Appendix M: Parent or Guardian Consent to be Photographed, Audio Recorded and/or Videotaped release form

I understand that the photographic, audio and video recordings (called 'footage') will be used for future educational purposes only. I was able to ask

Appendix N: Release to Provide Recommendations Form

I am requesting a recommendation from _____ (faculty member) for the following
_____ (see _____ (specific organization or situation)). I agree that the
recommendation f

Appendix O: Photography Permission and

