



**SAN DIEGO STATE
UNIVERSITY**

DPT Program Student Handbook 2014

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San Diego State University (SDSU) is accredited by the Western Association of Schools and Colleges (WASC) (43517 Ridge Park Drive, Suite 100, Temecula, CA 92590-3615), an institutional accrediting body recognized by the Secretary of the US Department of Education.

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Preface

Students in the Doctor of Physical Therapy Program (DPT) are officially considered to be students at San Diego State University (SDSU). Therefore, DPT students are expected to comply with the regulations and academic standards specified in the most current edition of the SDSU Graduate Bulletin. This DPT Student Handbook provides information regarding policies, procedures and requirements specific to the SDSU DPT program. Students enrolled in the program are expected to be familiar with the information in this DPT Student Handbook, the DPT Clinical Education Handbook, and acknowledge such by signing the following forms found in the appendix *after* having reviewed the material:

- Graduate Bulletin, DPT Student Handbook, and Student Conduct Code Acknowledgement Form
- Student Release, Informed Consent and Waiver
- DPT Program Disclosure Form
- Health Insurance Statement
- Emergency Contact Information Form
- Consent for Release of Information
- Multimedia Consent/Release Form

SDSU reserves the right to change any provision or requirement, including fees, contained in this informational document at any time with or without notice.

Please read this handbook carefully. Questions related to the content of this manual should be directed to the DPT Program Director:

General University/ Program Contact Information:

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SDSU DPT Program Overview

Welcome

Welcome to the Doctor of Physical Therapy (DPT) program and San Diego State University (SDSU)! We are glad that you have chosen to pursue your education with SDSU. Your selection into the program reflects our acknowledgement of your past achievements and our confidence in your future potential. The academic and clinical demands of this program require high standards of performance from you. We also have a strong commitment to you, the student, to help you in your education and development as a Professional in the field of Physical Therapy.

One of our first responsibilities is to orient you to the Program and your role in the educational process. This Student Handbook is intended to assist with that educational process. Please read and become familiar with this handbook and keep it available as a reference. Please provide us with any feedback regarding the handbook or the program. Please let us know if you are having difficulty in any course and need special tutoring or other help. We also encourage you to help each other, studying cooperatively, rather than competitively, while taking responsibility for your own work, knowledge and skill development. Our goal is for ALL of you to succeed.

The profession of physical therapy will challenge you to become the best you can, and we anticipate that your education will challenge you to develop academically, clinically, professionally, and personally. We invite you to set your goals high to excel and become a valued part of the physical therapy program and the physical therapy profession.

Description of the Profession of Physical Therapy

"Physical therapists provide services to patients/clients who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes; interact and practice in collaboration with a variety of professionals; address risk; provide prevention and promote health, wellness and fitness; consult, educate, engage in critical inquiry and administrate; and direct and supervise the physical therapy service, including support personnel."¹

"Physical therapists assume leadership roles in rehabilitation: in prevention health maintenance, and programs that promote health wellness and fitness; and in professional and community organizations....The practice of physical therapy necessitates that the individual physical therapist engages in specific and complex cognitive, psychomotor and affective behaviors when providing services to patients/clients, families, or caregivers. Using their body of knowledge, physical therapists integrate five elements of care in a manner designed to maximize the patient's outcome: examination, evaluation, diagnosis, prognosis and intervention."²

Physical therapists practice in a broad range of inpatient, outpatient and community based settings² and treat age groups ranging from newborns to geriatric patients.

1. *Guide to Physical Therapist Practice*, 2nd ed. Alexandria VA: American Physical Therapy Association; 2003.

2. *A Normative model of Physical Therapist Education*, version 2004. Alexandria VA; American Physical Therapy Association; 2004.

Institution Mission

The mission of San Diego State University (SDSU) is to provide research-oriented, high quality education for undergraduate and graduate students, and to contribute to the solution of problems through excellence and distinction in teaching, research, and service (*Graduate Bulletin_2014_Introduction*, pviii). The university strives to impart an appreciation and broad understanding of the human experience throughout the world and the ages. This education extends to:

- diverse cultural legacies;
- accomplishments in many areas such as the arts and technology;
- advancement of human thought including philosophy and science;
- development of economic, political, and social institutions; and
- physical and biological evolution of humans and their environment.

The university pursues its mission through its many and diverse departments and interdisciplinary programs in the creative and performing arts, the humanities, the natural and mathematical sciences, and the social and behavioral sciences (*Graduate Bulletin_2014_Introduction*, pviii).

Program Mission

The Doctor of Physical Therapy Program is committed to academic inquiry and expression by fostering evidence-based healthcare research, teaching, service and public engagement. We are committed to cultivating leadership, integrity, and engaged citizenship in our students, faculty, staff, and alumni. Our mission is to advance the health and well-being of the citizens of San Diego, California, the nation and beyond through research and the preparation of highly competent physical therapists prepared for general practice.

Vision

The Doctor of Physical Therapy Program at San Diego State University will be recognized nationally and internationally as a leader in the generation of new knowledge and the education of Doctors of Physical Therapy. The faculty will be recognized as experts who contribute to improved health status and health care through research, evidence-based practice, education and professional leadership. We strive toward individual growth, learning and scholarship, and collective service to the University, community and profession. We will be a diverse faculty where the highest moral and ethical values prevail.

Program Philosophy

San Diego State University (SDSU) has established itself as an innovative center of higher learning that is dedicated to teaching, research, and service throughout all of its programs. The DPT program strives to maintain a dynamic and diverse faculty who possess a common desire to shape the physical therapists of tomorrow by modeling both clinical and teaching excellence. By design, the DPT program is expanding upon the progressive model of the University by incorporating advances in educational theory and technology in the development and implementation of the program.

SDSU recognizes that even with the best curriculum and technology, the heart and soul of the program is the student. Our program will cater to highly motivated students who wish to be active participants in their education.

In keeping with both the University and Program Missions, SDSU graduates will be prepared to enter the physical therapy work force as skilled and ethical members of the health care community.

The DPT curriculum foundationally rests in the current literature regarding adult learning, including:

- Learning is enhanced in a learner-centered model of education, where students are actively involved in the teaching/learning process. This model of education recognizes multiple methods for effectively engaging students in their learning. Curricular methods include lecture, internet

learning, skills laboratories, group discussions and inquiry, case-studies, student presentations, independent study, writing components, and clinical experience.

- As the program progresses, teacher-student collaboration in the educational process increasingly encourages the student to take responsibility for their own learning, discovery, and application of new knowledge and skills.
- Practical application and clinical education occur at appropriate intervals throughout the curriculum. This sequencing of learning acknowledges the importance of active and clinically relevant learning for the adult.
- Student learning is enhanced when the faculty model and encourage critical reflection. In discussions of clinical cases, the faculty actively consider interpretations, develop hypotheses, and present intervention strategies that are integrated into existing or new cognitive frameworks or schemes. A balance of open-mindedness and questioning is demonstrated using varied teaching strategies and patient management approaches.
- Course content builds on the student's existing knowledge base, progressing from simple to complex conceptualization and advancing from concrete to abstract analysis.
- Program activities and curricular content are not focused solely on technical skills and knowledge, but also facilitate the development of the student as a professional. Student development of core values and skills is enhanced through appropriate faculty interaction and modeling of professional behaviors and attitudes.
- Assessment of student learning and preparation for clinical practice is an intentional and integrated component of student learning. Assessment methods attempt to evaluate understanding rather than rote memorization and include a variety of evaluation methods, including ability-based assessment used to evaluate use of knowledge and psychomotor skills.

Program Goals

Our educational goals are congruent with the University and School of Exercise & Nutritional Sciences Mission Statements:

Student and Graduate goals:

1. Students are competent practitioners.
2. Students are ethical, professional and culturally competent practitioners.
3. Students engage in evidence-based practice (EBP) to enhance their clinical reasoning and critical thinking skills.
4. Students actively participate in research.
5. Students and graduates are actively engaged in the physical therapy profession and in service to the community.
6. Students are prepared for their clinical education experiences in the areas of 1) Professional Behaviors and 2) Patient Management
7. Graduates engage in life-long learning through professional development.

Faculty goals

1. Faculty will be effective teachers.
2. Faculty will stay current with trends in physical therapy practice and education.
3. Faculty will engage in scholarship and/or original research.
4. Faculty will be actively engaged in service to the community (university and profession)

Program goals

1. The program's mission and curriculum will reflect the mission of the university and American Physical Therapy Association (APTA).
2. Students/Faculty demonstrate qualities consistent with the mission of the University, College of Health and Human Services and APTA throughout the curriculum.
3. The program will be recognized as a leader in physical therapy education and research at the university, regional and national levels.
4. The program's curriculum will produce physical therapists that employ clinical reasoning, critical thinking, and evidence-based practice.

Accreditation

San Diego State is accredited by the Western Association of Schools and Colleges (WASC) (43517 Ridge Park Drive, Suite 100, Temecula, CA 92590-3615), an institutional accrediting body recognized by the Secretary of the US Department of Education.

The Doctor of Physical Therapy (entry-level) program has been granted Candidate for Accreditation status by the [Commission on Accreditation in Physical Therapy Education](http://www.aapt.org) of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

DPT Faculty 2014-2015

Rosalia Arellano, PT, NCS
Harsimran Baweja, PT, PhD
Ed Bezkor, DPT, OCS, MTC
Michael Buono, PhD
Annie Burke-Doe, PT, PhD
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Sara Gombatto, PT, PhD
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Katrina Maluf, PT, PhD
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Tracy A. Smith, PT, DSc, ATC, FAAOMPT
Marc K. Taylor, PhD
Lea Thomann, DPT, ATC
Lori Tuttle, PT, PhD

Core Performance Standards

Success in the DPT program at SDSU is most likely to be achieved when students come prepared to participate fully in the educational process. This preparation includes and assumes that students enter the program with a minimum level of performance in specific areas, termed “Technical Standards”, and will continue to develop these and additional skills and attitudes, called the Professional Behaviors. The combination of technical standards and professional behaviors is referred to as the Core Performance Standards. The Professional Behaviors in particular will be assessed periodically throughout the program. Inability to meet any of the Core Performance Standards may result in the need for remediation, probation, suspension or dismissal from the program.

Technical Standards for Admission, Promotion and Graduation

Physical therapy is an intellectually, physically, and psychologically demanding profession. Students acquire foundational knowledge, attitudes, skills and behaviors needed throughout a physical therapist’s career. Those abilities that physical therapists must possess to practice safely and effectively are reflected in the Technical Standards that follow.

For successful completion of degree requirements, students must be able to meet these minimum technical standards with or without reasonable accommodation.

Observation skills

Observation requires the functional use of vision, hearing, somatic sensations, and the use of common sense. Candidates must have visual perception which includes depth and acuity. A student must be able to observe lectures, laboratory dissection of cadavers, and laboratory demonstrations. The student must be able to observe a patient accurately, observe digital and waveform readings and other graphic images

to determine a patient's condition. Candidates must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Examples in which these observational skills are required include: palpation of peripheral pulses, bony prominences and ligamentous structures; visual and tactile evaluation for areas of inflammation and visual and tactile assessment of the presence and degree of edema. A student must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals.

Communication skills

Communication includes: speech, language, reading, writing and computer literacy. Students must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with patients to elicit information regarding mood and activities, as well as interpret non-verbal communications. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team. Students must be able to complete forms according to directions in a complete and timely fashion.

Motor/Psychomotor skills

Students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, tapping and other evaluation maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as positioning large or immobile patients, gait training using therapeutic aids and orthotics, positioning, and performing manual mobilization techniques, performing non-surgical wound debridement, and placing electromyographic electrodes. Candidates must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment to patients. These skills require coordination of both gross and fine movement, equilibrium, and the integrated use of touch and vision.

Intellectual – Conceptual Integrative and Quantitative Analysis Abilities

To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical examination, and laboratory data, provide a reasoned explanation for therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the literature in formulating treatment plans is essential. In addition, students must be able to comprehend three dimensional relationships and to understand spatial relationships of structures. Candidates must have the ability to use computers for searching, recording, storing, and retrieving information.

Behavioral/Social Attributes and Professionalism

A student must possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior.

Specifically, students must be able perform the following Essential Skills:

1. Attend and participate in classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities.

2. Use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat patients.
3. Read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
4. Complete readings, assignments, and other activities outside of class hours.
5. Apply critical thinking processes to their work in the classroom and the clinic.
6. Exercise sound judgment in the classroom and in the clinic.
7. Participate in Clinical Experiences which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
8. Gather information during patient assessment activities in class or in the clinical setting for the purposes of decision-making, without the use of an intermediary (classmate, aide, etc).
9. Perform treatment activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
10. Sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily.
11. Lift weights less than 10 pounds and *occasionally* lift weights between 10 and 100 pounds.
12. Carry up to 25 pounds while walking up to 50 feet.
13. Exert 75 pounds of push/pull forces to objects up to 50 feet and occasionally exert 150 pounds of push/pull forces for this distance.
14. Twist, bend and stoop.
15. Squat, crawl, climb stools, reach above shoulder level, and kneel.
16. Move from place to place and position to position at a speed that permits safe handling of classmates and patients.
17. Stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
18. Climb stairs and rarely negotiate uneven terrain.
19. Use hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
20. Coordinate verbal and manual activities with gross motor activities.

If a student cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the student to request reasonable accommodation. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from completing certain tasks; it does mean that the DPT Program will work with students with disabilities to determine whether there are ways that we can assist the student toward successful completion of the tasks.

Candidates for admission with a disability are not required to disclose the specifics of their disabilities, but prior to the start of DPT classes, they must indicate that they can complete these tasks, with or without reasonable accommodation. Students who cannot complete these tasks, even with accommodation, are ineligible for admission. Any previously made offer of admission can be withdrawn. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, *or* that the accommodations needed are not reasonable and would cause undue hardship to the institution, *or* that fulfilling the functions would create a significant risk of harm to the health or safety of others.

Candidates for admission who have questions about this document or who would like to discuss potential accommodations/program modifications should contact the Program Director of the Doctor of Physical Therapy Program. The specific process is outlined in the Graduate Bulletin.

Professional Behaviors

The program expects DPT students to develop and demonstrate 10 professional behaviors important to the practice of physical therapy. These are adopted from the work of Warren May, PT, and colleagues. "In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession" (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

- | | |
|---|---|
| 1. Critical Thinking | The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process. |
| 2. Communication | The ability to communicate effectively (i.e. verbal, non-verbal, written, etc.). |
| 3. Problem Solving | The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. |
| 4. Interpersonal Skills | The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner. |
| 5. Responsibility | The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities. |
| 6. Professionalism | The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession. |
| 7. Use of Constructive Feedback | The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others. |
| 8. Effective Use of Time and Resources | The ability to manage time and resources effectively to obtain the maximum possible benefit. |
| 9. Stress Management | The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios. |
| 10. Commitment to Learning | The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills. |

References: Adapted from: Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA: Professional Behaviors for the 21st Century, 2009, 2010.

Equal Access and Opportunity: Non-discrimination policies

Administrators, faculty, and staff at SDSU are committed to providing equal access to education and employment opportunities to all regardless of age, race, religion, color, national and ethnic origin, gender, sexual orientation, disability, and military status. The University is also committed to providing equal access/opportunity in admissions, recruitment, course offerings, facilities, counseling, guidance, advising, and employment and retention of personnel and students. The administration is committed to implementing federal and state laws and regulations governing equal access/opportunity. It further extends its commitment to fulfilling the provisions of Title IX, Section 504 of the Rehabilitation Act, and the American with Disabilities Act (ADA). These non-discriminatory policies and practices are an integral part of the mission of the University, and the Diversity and Disabilities Advisory Committee helps ensure that equal access and opportunity policies are followed.

Additionally, the University complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding these policies, the filing of grievances or grievance procedures on these matters may be directed to the SDSU Office of Employee Relations & Compliance. Inquiries regarding federal laws and regulations concerning nondiscrimination in education or SDSU compliance with those provisions may be directed to the Office of Civil Rights, U.S. Department of Education, 221 Main Street, Suite 1020, San Francisco, California 94105. The telephone number of the local San Diego, CA 92101 is 619-557-7274. You may also call toll free 800-669-4000 or 800-669-6820 (TTY) for more information. <<http://www.eeoc.gov/facts/howtofil.html>>

SDSU adheres to the principles of Section 504 of the Rehabilitation Act of 1973, which provides that no otherwise qualified student with a disability shall solely for reason of his or her disability be excluded from the participation in, be denied benefits of, or be subjected to discrimination in the program. SDSU does not exclude qualified persons with disabilities from any course of study, or any other part of the program (refer to section on skills for further explanation of what essentials are necessary to function within a given health science discipline). SDSU's students with disabilities must meet the requirements and levels of competency required of all students in the program. To assist students with disabilities in fulfilling these responsibilities of the program, every reasonable effort is made to accommodate special needs of such students. All applicants with disabilities are advised of this policy at the time of their application and/or acceptance to the University.

The SDSU campus has wheelchair access to all areas, including classrooms, laboratories, conference rooms and main lobbies. Restrooms are equipped for individuals with mobility challenges.

Learning Disabilities/Physical Challenges

SDSU adheres to the Americans with Disabilities Act of 1990 that provides comprehensive civil rights protection for "qualified individuals with disabilities." For additional information, students may contact San Diego State University's [Student Disability Services](#) at (619) 594-6473. Also available through the U.S. Department of Education, Office of Civil Rights is the booklet *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities* which can be accessed at <http://www.ed.gov/ocr/transition.html>. Students of SDSU who feel they have been victims of discrimination based on disability are encouraged to file a discrimination complaint with the Office of Employee Relations and Compliance. Information regarding these procedures, as well as the complaint forms, are available at <http://oerc.sdsu.edu/compliance.html>. Students may also lodge complaints with appropriate governmental agencies, such as the [Office of Civil Rights](#) of the US Department of Education.

Student Acknowledgement of Policies and Procedures

DPT students are responsible for the contents of this DPT Student Handbook, and the SDSU Graduate Bulletin. Prior to admission, potential students will complete and sign the “DPT Program Disclosure Form.” The “Graduate Bulletin, DPT Student Handbook, and Student Conduct Code Acknowledgement Form (A-1)” will be reviewed at the DPT student orientation, and is to be completed, signed and submitted to the DPT office within one week after the student orientation. Individual course syllabi may include additional policies and procedures.

ACADEMICS

Academic standards specific to the Doctor of Physical Therapy Program are listed below. Refer to the SDSU Policies and Procedures & Graduate Bulletin for institutional standards.

Attendance

One of the professional responsibilities of a physical therapist student is to **attend every scheduled class**. Learning experiences in the curriculum are arranged sequentially, to ensure that new information, knowledge, and skills are integrated with previously introduced material. In addition, the DPT curriculum includes significant opportunities for collaborative learning, where interaction between and among students and faculty are critical components of the students' learning. Therefore, these learning experiences cannot be repeated and your attendance is a professional responsibility.

- **“Excused Absence”** - An absence can be excused **ONLY** if the student has notified the instructor/faculty **prior** to the scheduled beginning of the missed day. Excused absences could include illness, ill family member, death of immediate family member, jury duty, military duty, urgent medical appointments, urgent dentist appointments, car trouble (if unexpected), unexpected childcare issues, or other circumstances with prior approval by instructor. Excused absences require documentation at the discretion of the instructor.
- **“Unexcused Absence”** - An absence which does not meet the definition of excused absence or one in which the instructor was not contacted prior to the scheduled class time is considered unexcused. Unexcused absences could include job interviews, child care issues, personal leave, etc.

Classroom Absence

1. Attending class is expected during the entire DPT curriculum. Missing class adversely affects the learning experience and contributes to poor performance. **Two unexcused absences in a course will result in a grade of failure for that course. An instructor reserves the right to request a review by the Student Affairs Committee of any excused or unexcused absence(s) he/she deems questionable.**
2. If absence is anticipated, it is the **STUDENT’S** responsibility to notify the instructor, in person or by phone or email, prior to the scheduled class if possible. It is also the student’s responsibility to adjust their travel time to suit anticipated weather conditions, to ensure that the student arrives at school on time for class.
2. *Lecture/Lab Make-up:* You are responsible for all information presented in each class, whether you are present or not. It is the **STUDENT’S** responsibility to obtain information missed.
3. *Exam Make-up:*
 - a. If the instructor excuses the student’s absence, make-up exams may be scheduled at a mutually convenient time. It is the **STUDENT’S** responsibility to arrange a make-up schedule with the instructor **PRIOR** to the absence if at all possible.
 - b. If the instructor does NOT approve the absence, the student will forfeit the total point value of the exam.
 - c. If an absence is unexpected, arrangements for make-up exams must be made by the **STUDENT** within **THREE (3)** days of the missed exam. If the student fails to take responsibility to schedule the make-up exam, the total point value of the examination may be forfeited.

Classroom Tardiness

1. Being on time to classes is expected. Tardiness disrupts the class, your peers and instructor. Like unexcused absences, tardiness is considered irresponsible, disrespectful and unprofessional.
2. Corrective action for student tardiness: Students in violation of the tardiness requirement will first receive a verbal warning with corrective instruction for the first unexcused tardiness. If the same student violates the tardiness policy a second time, the student will not be allowed to attend class on that day and will receive an unexcused absence. Violation of the tardiness policy may result in a reduced letter grade at the discretion of the instructor. A third unexcused tardiness violation will be considered a second unexcused absence and will result in a grade of failure for that course.

Clinical Education Absence

If you find that you will be late or cannot attend a clinical education experience due to an EMERGENCY OR ILLNESS, you are responsible for contacting the clinical instructor (CI) by 8:00 a.m. or the starting time for the clinical experience.

It is expected that ALL absences and ANY time missed due to tardiness or other reasons will be made up. It is the student's responsibility to make arrangements with the clinical instructor/faculty to make up the time missed; the DCE will assist in those arrangements, if necessary. Students should refer to the Clinical Education Handbook for additional detail on attendance policies specific to clinical education experiences.

Attire

Students are required to wear attire which conforms to the image of the professional physical therapist. The DPT Program is a setting where students, faculty, guests, patients, other professionals, and the general public form an impression of us, based on our appearance and conduct.

Students should be well groomed. Dress and appearance should reflect modesty and cleanliness. Students are not permitted to wear, t-shirts, flip-flops/open toe, or similar styles of unprofessional footwear, jeans, sweat shirts, sleeveless shirts, skirts that are less than the student's full-extended arm limb length (i.e., finger-tip length), low rise pants that expose flank skin, or athletic attire at any time during normal classroom hours with the exception of laboratory clothing for lab activities only. See the section on laboratory policies for specifics.

Hair must be clean and neat, and must be fashioned as to not fall forward or over the sides of the face when working with patients/clients or not otherwise interfere with patient care. If worn, beards and mustaches must be clean and neatly trimmed. Nails will be kept short in order to enable easy cleaning, prevent puncture of gloves, and prevent injury to the patient/client. Students should not wear excessive fragrance, makeup, or jewelry. Distracting body art such as facial/body piercings or easily visible tattoos may be required to be camouflaged, covered or removed.

In general the following professional attire is expected:

Male	Female
Long- or short-sleeve dress shirt or polo shirt (tie optional) (no T-shirts)	Conservative blouse/shirt long enough to tuck in (no T-shirts and no low-cut necklines)
Dress pants (no jeans) or shorts (e.g., khaki)	Dress slacks (no jeans) or shorts (e.g., khaki)
Dress shoes (no sandals) or athletic shoes in good condition	Low-heeled shoes (no sandals) or athletic shoe in good condition

Corrective action for student attire violation: Students in violation of the attire policy first will receive a verbal warning with corrective instruction. For a second violation of the attire policy, the student will be sent home to change clothes and will receive an unexcused absence for that class.

Cell Phone Policy

Students are not allowed to use cellular phones, beepers, or text messaging in any manner that interferes with the education process. In general, all such items should not be used during lecture or lab sessions and will not be allowed during exams or other assessments. Any use of such technology to facilitate the education experience is allowed solely according to instructor discretion.

Laptop Computers and Tablets

All SDSU DPT program students are highly recommended to have a laptop computer or tablet with wireless capability for classroom and other clinical education needs. Students should refer to each course syllabus for use or nonuse of such devices in the respective course.

Academic Advisement

Academic advisement is an important part of the educational process in the DPT Program. Once a student is enrolled, he/she will be assigned to a DPT faculty member who will serve as the student's advisor. All new first year students are to meet with their academic advisor within the first 4 weeks of the first semester they are enrolled and a minimum of once each fall and spring throughout the program.

Transfer of Credits

It is not anticipated that many students would have credits to transfer into the DPT program, except under unusual circumstances. In the event that this should be the case, students should refer to the SDSU Senate University Policy File pg. 38, or Graduate Bulletin pg. 438 for institutional policy on the transfer of credits, and consult with the program director. All potential program transfer credits for the DPT program must be submitted for approval prior to enrollment in the DPT program. See the SDSU Senate University Policy File or Graduate Bulletin for further information.

Students must provide transcripts and a course syllabus or catalog with a course description so a determination can be made. All credit transfers will be evaluated by the Program Director, Graduate Admissions Office and with final approval from the Dean of College of Health & Human Services.

Course Delivery

In general, the course delivery in the SDSU DPT program is in person. However, various courses will offer blended course delivery, which includes course delivery enhancement via the University's learning management system, Blackboard. Some courses may include submission of course materials, document sharing, and threaded discussion forums, or live "chats" via the Blackboard system. Within each blended program model, some courses may also include content delivered entirely through Blackboard. Each course syllabus clearly identifies to the student the expectations for both in person and/or web-enhanced engagement.

Course Types

The DPT program offers two types of courses:

- **Onsite:** Courses that are taught on the SDSU campus in a traditional format in person. These courses may be enhanced through use of the learning management system (LMS), Blackboard.
- **Clinical:** Learning experiences completed in a clinical setting under the supervision of a clinical instructor and which include direct patient care. See the Clinical Education Handbook for additional information.

Curriculum

The program is a traditional campus-based program consisting of 8 semesters. Learning experiences will include classroom, laboratory and off-site clinical education. The minimum number of units for the DPT program is 116 units and a maximum number of units allowed is 121 for successful completion of the program, including the credits earned for the 38 weeks of clinical education. By design, the DPT program relies on a progressive academic and clinical model.

Doctor of Physical Therapy (DPT) Curriculum Sequence

	Course Number	Course Title	Credit Hours
Yr 1, Sem 1 (Fall 2014)	DPT 710	Foundations of Physical Therapy Evaluation	3
	DPT 725	Clinical Anatomy I	4
	DPT 750	Concepts in Normal Physiology, Pathophysiology and Pharmacology	4
	DPT 780	Integumentary Therapeutics	4
	DPT 881	Seminar in Evidence-Based Practice I	2
	Total		17
Yr 1, Sem 2 (Spring 2015)	DPT 726	Clinical Anatomy II	4
	DPT 760	Neurosciences	4
	DPT 782	Therapeutic Exercise	4
	DPT 882	Seminar in Evidence-Based Practice II	2
	DPT 886	Functional Neuro-biomechanical Relationships	3
	Total		17
Yr 1, Sem 3 (Sum 2015)		SUMMER I (S1)	
	DPT 880	Differential Diagnosis	3
	DPT 872	Health Care Economics in Physical Therapy Practice	2
	DPT 887	Seminar in Professional Development (Cr/NC)	3
		SUMMER I (S2)	
	DPT 801	Clerkship (Cr/NC)	3
	DPT 897	Doctoral Research (Cr/NC)	1
	Total		12
Yr 2, Sem 1 (Fall 2015)	DPT 802	Life Cycle I	2
	DPT 820	Musculoskeletal Therapeutics I	4
	DPT 830	Cardiopulmonary Therapeutics	4
	DPT 835	Neurophysiological Therapeutics I	4
	DPT 885	Seminar in Evidence-based Practice Case Presentations	3
	DPT 897	Doctoral Research (Cr/NC)	1
	Total		18
Yr 2, Sem 2 (Spring 2016)	DPT 803	Life Cycle II	2
	DPT 821	Musculoskeletal Therapeutics II	3
	DPT 836	Neurophysiological Therapeutics II	3
	DPT 857	Prosthetics and Orthotics	2
	DPT 875	Medical Therapeutics in Physical Therapy Practice	2
	DPT 878	Psychosocial Aspects of Rehabilitation	2
	DPT 897	Doctoral Research (Cr/NC)	1
	Total		15
Yr 2, Sem 3 (Sum 2016)		SUMMER II (S1)	
	DPT 822	Interventions in Musculoskeletal Therapeutics	3
	DPT 837	Interventions in Neuromuscular Therapeutics	3
	DPT 868	Physical Therapy Organization and Administration	2
		SUMMER II (S2)	
	DPT 897	Doctoral Research (Cr/NC)	1
	Total		9
Yr 3, Sem 1 (Fall 2016)	DPT 895	Clinical Internship (Cr/NC) <16 Weeks>	10
	DPT 889	Doctoral Project (Cr/NC)	4
	Total		14
Yr 3, Sem 2 (Spring 2017)	DPT 895	Clinical Internship (Cr/NC) <16 Weeks>	10
	DPT 889	Doctoral Project (Cr/NC)	4
	Total		14
	Program Total		116

Class Cancellation

In the event a faculty member must cancel a class session, it is the faculty member's responsibility to notify the Program Director. The Program Director (or an assigned person by the Program Director) will post a class cancellation notification for students outside the scheduled classroom. The Program Director will also notify the class via e-mail if there is sufficient time. If the class session is to be made up, it is the responsibility of the faculty member to schedule the make-up session in communication with those involved (students, room scheduler, etc.).

Laboratory Policies and Procedures

The DPT laboratory facilities provide an environment suitable to demonstrate, learn, and practice physical therapy examination, evaluation, and treatment procedures and techniques in a setting that simulates a clinical patient care setting. As such, it is expected that students will maintain neat and clean laboratories and display professional behaviors.

Lab Participation Policy

All of us expect our personal health care practitioners to be very skilled and to give us the best care possible. Your patients and clients will expect the same of you. Take advantage of every opportunity to practice and develop the skills you will need to become a valuable health care worker.

Some skills are not easily learned and will require additional practice. Please arrange extra lab time with fellow students or your instructor to insure that you develop those skills. "Open lab" hours, times other than your normal lab sessions, may be made available for all laboratory courses as needed and at the discretion of the instructor. These open laboratory sessions are planned each term, as deemed necessary, to provide additional laboratory practice, demonstration, and remediation opportunities for students. Certain skills and use of equipment may require supervision by a faculty member. Cadaver dissection labs are available only with faculty supervision and/or approval.

It is both necessary and customary that physical therapy students participate as both healthcare worker and as subject or patient simulator. Common laboratory activities may include observation, and palpation (touching) of various parts of the body, exercise, application of various physical agents and manual techniques. It is anticipated that every student will participate as both a physical therapist simulator and patient simulator, and will work both with same gender and opposite gender partners. Details of the clinical activities that you will be asked to participate in may be obtained from course instructors and course syllabi. It is the student's responsibility to become familiar with the clinical procedures and laboratory activities for each course and to resolve any concerns you may have about those procedures with your instructor. Any concerns must be discussed with the instructor, student advisor and Program Director for any consideration of exceptions to this policy. Prior to participation in lab activities, all students must sign and return the forms listed below. Please ensure that you read each form carefully and that you are prepared to participate fully in your laboratory experiences while at SDSU:

- *Health Insurance Statement*
- *Student Release, Informed Consent and Waiver*
- *Multimedia Consent/Release form*

Personal Health Requirements for Lab Participation

All physical therapist students should maintain proper hygiene and good health habits. This means that students should not smoke (SDSU is a smoke-free campus), take illegal drugs or abuse medications and must adhere to a high standard of good grooming and personal cleanliness.

If a student has a history of a serious communicable disease, it should be reported to the instructor at the beginning of the lab course (unless it has already been reported to the instructor). It is the desire of each instructor and the Program Director to ensure the safety of all program students and it is therefore vital that they be made aware of any and all potential health risks.

Students must notify instructors of any health or physical issues that would affect their own or other student's learning and/or safety. Students with special personal health needs or disabilities that are covered in the Americans with Disabilities Act must inform their instructor and the Program Director in writing at the beginning of a lab course. Additional documentation may be required at the discretion of the instructor and Program Director.

Attire for Lab Participation

Laboratory dress standards vary between courses and you will be instructed accordingly in individual course syllabi. In general, shorts, tank tops, and sandals are commonly required for lab sessions. Dress should be modest; however, students must be able to expose areas for observation and palpation applicable to the specific laboratory experience.

Loose fitting gym shorts with appropriate undergarments are required for all students. Females shall wear a swim-suit top or sports bra when upper quarter or trunk laboratory sessions are held. One set of laboratory attire should be available on campus at all times. Students shall remain in the laboratory or in transit from the restroom or dressing room while in laboratory attire.

General Laboratory Policies

SDSU is dedicated to providing you with a clean, professional and safe laboratory experience. All faculty, staff and students must work together to maintain our laboratories. Please read and comply with the following rules:

1. No food or drink is allowed in any laboratory at any time.
2. Maintain a professional attitude and conduct yourself as you would in the clinic.
3. Cell phones are not allowed to be turned on in laboratories. Phones distract others and may interfere with electronic equipment.
4. Store your personal items in a safe place such as in a locker while in laboratory.
5. All waste materials must be promptly placed in an appropriate waste receptacle.
6. Maintain safety precautions at all times.
7. The laboratory will be open during all scheduled course laboratory periods.
8. Properly clean and store all equipment after each session.
9. No student will be allowed to use any modality or electrical equipment without the direct supervision of a faculty member. Students found using any equipment in the laboratory without supervision will be subject to immediate disciplinary action.
10. In general, the laboratory will only be used for the study or practice of DPT procedures. Other activities unrelated to classes must be approved by the Program Director.
11. It is the DPT program's expectation that the laboratory will be maintained in a safe, clean, and orderly manner. Out of respect and as a professional responsibility to all who use the laboratories, everyone must: 1) replace mat tables and equipment in its proper location; 2) fold and put away linens and pillows; and 3) put waste in receptacles available. By taking a few minutes to do the above, the learning environment of the laboratories will be enhanced for all users.

Guests in SDSU Laboratories

Outside guests can be a valuable resource to the learning experience in our laboratory classes, both as guest lecturers and as volunteer subjects. However, no guests are allowed without the specific consent and supervision of your instructor. Make sure all guests are warmly received, and are treated with respect while at SDSU. Guests who are to participate in clinical activities must sign the **Guest Participant Informed Consent Form**. If the guest will be photographed or electronically recorded during their participation, they must also sign the **Multimedia Consent/Release Form**. Both forms are located in the Appendices.

Use of Chemicals and Lab Substances

Liquids and substances used in laboratory exercises must be used with caution, safely stored and properly marked. Each chemical or substance in the DPT Anatomy and Clinical laboratories has a Material Safety Data Sheet (MSDS) on file at a location identified by your instructor. The MSDS provides specific information pertaining to each hazardous chemical. You should familiarize yourself with the properties, precautions and risks of these substances. Universal precaution standards are to be followed at all times, including the use of gloves when appropriate.* Please comply with the following:

- a. Follow all directions for use of substances exactly as prescribed.
- b. Be aware of all precautions and contraindications for use before opening any container.
- c. Tightly close all containers immediately after use.
- d. Return substances to their properly labeled storage location after each use.
- e. Inform the instructor of supplies that need replenishing.

**Note: A small number of people will develop an allergic reaction to latex gloves. You may read about latex sensitivity in the MSDS file in the lab. If you suspect latex sensitivity, inform your instructor and arrangements will be made to provide a supply of latex-free gloves.*

Criminal Background Check/Drug Screening

Many states require that individuals working in health care facilities must consent to and be cleared through a criminal background investigation and/or a drug screening. This may also be a policy of a corporate entity or individual facility depending on the practice setting. Usually state agencies conduct these investigations and often times a list of problematic offenses is available. Many state professional licensing agencies require reporting of misdemeanor and felony charges.

Most students participating in clinical education at SDSU in the DPT program will undergo a background check prior to their clinical experience. This will be at the student's expense. More than one criminal check may be required for participation in clinical experiences, depending on the individual facility's policies. Students should be aware that a history of criminal offenses will likely impact the ability of a student to participate in clinical education and/or obtain employment in the healthcare field. If a student is unable to complete their clinical education (clinical clerkship or affiliation), they will be dismissed from the program.

Clinical Education Policies

Clinical experiences and internships are an integral part of the curriculum and may require that a student temporarily relocate. Students may, and most likely will, have to leave the local area, or the State, for any or all clinical affiliations. Students are responsible for the cost of the travel and other related expenses. Students will be required to meet all requirements outlined in the Clinical Education Handbook on "Immunizations, Certifications, and Related Requirements" by the beginning of their first clinical experience. Failure to comply with these requirements can lead to dismissal from the program. Students are responsible to read and abide by the policies, procedures and standards in the Clinical Education Handbook. This information is available on the website.

Liability Insurance

As part of tuition expenses, SDSU provides liability insurance for each full-time student for incidents which occur during program education related activities, including clinical education. See the Clinical Education Handbook for more details.

Doctoral Project

The culmination of the research component of the DPT program is the completion of the doctoral project. The scope of the doctoral project should be a unique contribution of high scholarly merit leading to new understanding and applications. The student is expected to use and apply knowledge in innovative ways,

or to extend the knowledge and practice of his/her profession. Given that a component of the program mission focuses on evidence-based practice, the student should demonstrate an ability to use the best available evidence to guide the doctoral project content and process. The doctoral project should (1) reveal the student's ability to analyze, interpret, and synthesize information; (2) demonstrate the student's knowledge of the literature relating to the doctoral project or at least acknowledge prior scholarship on which the doctoral project is based; (3) describe the methods and procedures used; (4) present results in a sequential and logical manner; and (5) display the student's ability to discuss fully and coherently the meaning of the results.

Process

1. The Doctoral Project process will begin in the DPT 881 EBP I course in the Fall 1 semester.
2. Most doctoral projects will be proposed by DPT faculty and addresses a facet of faculty research interests.
3. During the final weeks of DPT 881, faculty whom will chair a doctoral project(s) will propose their doctoral project. Students will identify preference for 5 doctoral project topics, in priority order. Students then will be assigned into groups of 3-7 students depending upon the research topic.
4. All study topics proposed by faculty will be *feasible in nature* so that projects which include data collection for the Doctoral Project should be completed prior to the first clinical internship in Fall 3 semester. Doctoral projects with data collection that may extend into Fall 3/Spring 3 semester will be disclosed by the specific chairperson when the topic is proposed. NOTE: Students who are assigned to a doctoral project that may extend into the Fall 3/Spring semester may be required to have all clinical internships assigned in the San Diego County region.
5. The faculty member that proposed a specific project topic will serve as the faculty committee chairperson or member for that group. The formation of the full Doctoral Committee should be approved during Spring 1 if possible.
6. As part of the DPT 882 EBP II course in Spring 1, students will complete a proposal for their Doctoral Project.
7. During the Summer 1, Fall 2, Spring 2, and Summer 2 semesters, each Doctoral Project group is expected to have:
 - a) Received approval of their Doctoral Project proposal which has specified the project design and related methodology,
 - b) received IRB approval,
 - c) completed data collection (if appropriate)
 - d) and initiated the analyses of their study (if appropriate).
8. The students must complete the final Doctoral Project abstract and poster, and orally defend their findings during the Spring 3 semester.
9. The final draft (or revised draft if requested by the group's Doctoral Committee) of the Doctoral Project will be submitted to the DPT program by the specified deadline date (which will be before the end of Spring 3) in order to graduate. If the final product is not submitted by the date specified, the student's graduation will be delayed until Summer (August).

**Specific details regarding the Doctoral Project Process and Doctoral Committees will be provided to students during Fall 1.*

Use of Human Subjects and Informed Consent

Individuals who serve as demonstration or practice subjects for any component of the DPT program will acknowledge their voluntary participation after being briefed regarding the contraindications, risks and benefits of the physical therapy procedure to be performed. Written informed consent will be obtained from any person, student (generally does not pertain to DPT classroom or laboratory practice or demonstrations), or patient volunteer who participates in a demonstration or practice session on the University Campus (forms located in the Appendices of this handbook). Informed consent will be obtained from patients/clients in the clinical setting to participate in the clinical education of DPT students from SDSU according to the facility policy. All patients have the risk-free right to not participate in clinical education.

Grading Policies

When all requirements are fulfilled for each course in which the student is officially registered, students receive a course grade. This grade reflects the faculty member's evaluation of the student's understanding and performance related to the stated objectives of the class. Final letter grades are entered on a student's official academic record and numeric values are used to compute the student's grade point average (GPA). *Only grades earned at SDSU are used to determine GPA.*

Because of the sequential design of the DPT program, most, if not all, courses must be completed satisfactorily in the listed order in the curriculum plan of study. See the *Academic Standards and Program Progression* section of this handbook for more information.

Definition of Grades for Graduate Students

No specific grading convention is appropriate for all classes, but faculty members are expected to use all grades among academic levels. The grade for average graduate achievement is B. Graduate grades, as per University policy, are:

- A - Superior performance
- B - Satisfactory performance
- C - Minimally passing
- D - Unacceptable for graduate credit
- F – Failing
- CR – Credit (Pass)
- NC – No Credit (Fail)
- RP – Report in Progress

For more information on Grading System policies, students are highly recommended to read the following sections in the Graduate Bulletin:

- Computation of Grade Point Average
- Report in Progress Grade –RP
- Withdrawal Grade – W
- Auditing – AU
- Credit/No Credit - Cr/NC (Graduate Student Option)
- Incomplete Authorized Grade - I
- Incomplete Charged Grade – IC
- Withdrawal Unauthorized Grade – WU
- Assignment of Grades and Grade Appeals
- Repeated Courses

Progression in the DPT Program

At the completion of each academic term, the SDSU DPT program personnel will review each student's performance to determine if academic and clinical standards are met to allow progression or graduation. The faculty reserves the right to examine extenuating circumstances in each case of non-acceptable academic and/or clinical performance. The student may be required to provide documentation to support any extenuating circumstances. The student who passes all of her/his academic and clinical coursework satisfactorily will progress in the Program and graduate. Required academic standards for progression are as follows:

1. *Semester/Cumulative Grade Point Average (GPA) Requirement:*
 - *A minimum Semester GPA of 3.00 must be achieved. If the student does not achieve this requirement for any given semester, the student will be placed on academic probation.*
 - *A minimum Cumulative GPA of 3.00 must be maintained. If the student does not maintain this requirement, the student will be placed on academic probation as defined in the Graduate Bulletin, with the replacement of 3.00 instead of 2.85 for most SDSU graduate majors:*
 - “A graduate student whose grade point average falls below 3.00 for work attempted at San Diego State University will be placed on academic probation at the end of the semester. If during the first semester on probation the student does not achieve a term*

GPA of a 3.00 or higher, the student will be disqualified from San Diego State University. If during the first semester on probation the student earns a term GPA of 3.00 or better in San Diego State University coursework, but still has an overall GPA less than 3.00, the student will continue on academic probation for a second semester. If at the end of the second semester a student fails to achieve a cumulative GPA of 3.00, the student will be subject to academic disqualification (dismissal) from further attendance at the university. If at the end of the second semester the student has attained a 3.00 average or better on all work attempted at San Diego State University, academic probation will be lifted."

2. *Academic Course Grade Requirement Strongly Considered:*
 - Students are only allowed one grade of C in a given semester.
 - Students receiving a grade below C will be placed on academic probation. The student must re-take and pass the course in which the grade below C was earned before progressing with additional courses that require that course as a prerequisite in the program.
3. *Advancement to Candidacy:*

The student will be required to sit for and successfully pass a comprehensive exam during Summer 2.
4. *Clinical Education Course Grade Requirement:*

Each clinical education course must be passed with a grade of Cr (credit). Students should refer to the DPT Clinical Education Handbook for specific information on clinical education course requirements.
5. *Professional Behaviors and Technical Standards:*

Students in the DPT Program must demonstrate appropriate behaviors according to the DPT Program Professional Behaviors and technical standards documents. Because these standards reflect behaviors necessary for success as a physical therapist in the clinical environment, failure to demonstrate appropriate behaviors can result in actions addressing the specific deficiencies in professional behaviors that may include:

 - A need for additional coursework,
 - Additional clinical time,
 - Professional Behavior Warning status,
 - A delay in progression or dismissal from the program.
6. *Doctoral Project:*

Students in the DPT Program must successfully orally defend and receive a passing grade on their written doctoral project. The oral defense usually takes place at the end of Spring 3.

Probation and Dismissal Status

The DPT program follows all policies for Academic Probation as stated in the Graduate Bulletin with the following exceptions:

A student will be placed on Academic Probation as a result of:

- A cumulative GPA below 3.00
- A semester GPA below 3.00
- A Clinical Education course grade that is not passing
- A single DPT course grade of below C in a semester.

A student may be placed on non-grade related professional behaviors probation status as a result of:

- Violation of the DPT Program's attendance or SDSU Student Conduct Code policies
- Unsatisfactory performance in professional behaviors or technical standards
- Not meeting all program requirements

A student placed on probation will meet with his/her faculty advisor to develop a remediation plan in conjunction with the academic progression committee that details requirements to remove the probationary status. Students on probation will be monitored by the faculty advisor and academic progression committee and assessed to ascertain if remediation requirements have been met.

For probation related to academic performance, to remove probationary status, the student is required to:

- Achieve a semester GPA of at least 3.00 in the next semester
- Raise the cumulative GPA to a minimum of 3.00 within no more than 2 semesters.

For probation related to professional issues, the student must complete the requirements of the remediation plan.

The student is not allowed to be on academic probation for more than two consecutive semesters in the DPT program.

Dismissal from DPT Program

In addition to those conditions listed in the Graduate Bulletin, a student may be dismissed from the program for a variety of reasons, including but not limited to:

1. Inability to be removed from probation in the appropriate time frame.
2. Failure to maintain a cumulative minimum GPA of 3.00 according to guidelines noted in the progression section of the DPT Student Handbook.
3. Unsatisfactory performance (i.e. C or below) in two or more courses in one academic semester, repeated tardiness and/or abuse of the stated attendance policy in any given course.
4. Unsatisfactory performance on the comprehensive exam.
5. Unsatisfactory clinical performance.
6. Inability to meet the Professional Behavior or Technical standards of the DPT Program.
7. Evidence of academic dishonesty or violation of other appropriate student conduct policies as noted in the Graduate Bulletin, including the alcohol and substance abuse policies.
8. Any determination by the DPT Faculty or the academic progression committee that the student is unfit for practice as a physical therapist or is not meeting the requirements of the academic program or University.

If a student is subject to program dismissal, each individual case will be discussed with the DPT faculty and/or academic progression committee with a recommendation to the Program Director. The academic progression committee may request additional information or input from the student. The student is allowed to appeal any decision and may wish to contact the University Ombudsman. If the problem is still unresolved, the student may file a grievance with the university student grievance committee. No student grievance can be filed with this committee later than the last day of the semester (excluding summer term) after the semester during which the student was allegedly aggrieved.

Practical Exam Competency

For courses involving clinical skills labs, a student must achieve competency in each clinical skill specified by the instructor to pass the course. Laboratory practical examinations (practicums) for each course have defined scoring and grading criteria. Students must demonstrate appropriate safety measures in the performance of critical elements. On each practicum, a score of 80% or better must be achieved in order to successfully complete each laboratory examination and pass the course. If a student does **not** achieve the standard of competence (80%), the student must re-take the practical exam until competence is achieved, according to the following rules:

- If the student achieves a practical exam score < 80% once, the student may be able to take the exam a second time, but this must be negotiated with the original instructor.
- If the student is not successful in achieving a score ≥ 80% a second time, the student may take the exam a third time, with an additional instructor grading or present or with videotaping of the exam.
- If the student does not achieve a practical exam score ≥ 80% the third time, he or she will receive a failing grade (F) for both the practical exam and the course.
- The student's score used by the faculty member in determining a course grade may improve as a result of the retake, but the lab practical exam grade may not be greater than 80%. Specific grading criteria are delineated in each course syllabus.

- Remedial work for practical/lab skills may be assigned prior to retaking the practical exam. Timing of the exam will be at the discretion of the instructor.

Students should review specific course syllabi for additional information on requirements pertaining to any given course.

Competency Prior to Clinical Education Participation

All students must demonstrate readiness to engage in clinical education based upon the following criteria:

- Completion of all previous academic/didactic coursework with a cumulative GPA of 3.00 or higher.
- Completion of all Laboratory Practicum/Practical exam components with a minimum of 80% grading with no safety concerns of critical elements.
- Satisfactory demonstration of Professional Behaviors and technical standards with no concerns from Core faculty prior to clinical placement.

See DPT Clinical Education Handbook for additional information.

Remediation of Non-Acceptable Student Performance

Non-acceptable performance may be either academic (including clinical) or related to professional behaviors. Consequences of non-acceptable academic work may be: 1) remedial work, 2) repeating a course/term, or 3) dismissal from the program. Concerns regarding professional behavior will be reviewed by the student affairs committee and an appropriate remediation plan will be outlined.

Non-acceptable Academic performance- Remediation

1. Remedial work may be allowed when academic performance is not acceptable in an academic course or a single clinical placement if it is recommended by the faculty member and approved by the academic progression committee. Such might be the case if performance on a single assessment was unacceptable. In general, remediation of a course for which the majority of assessments of a student's performance were unacceptable would not be allowed.
2. Remedial work for a failed course is assigned by the individual faculty member in accordance with guidelines established by the academic progression committee. This is expected be completed at a specified level of performance, within a specified time frame. The academic progression committee, in consultation with faculty, reserves the right to require the student to repeat the entire course the next time it is offered rather than perform remedial work.
3. Remedial work may be assigned only if remediation is needed in a single course in a given semester. Such would be the case if a student earned a grade below C in one course with all other grades at a B- or better in that semester (or Credit for Cr/NC clinical courses).
4. It is expected that the remediation would be completed in the subsequent semester (typically no longer than 30 days after the end of the semester in which the unsatisfactory grade was assigned), and that the scope of the remediation would be appropriate to demonstrate competency to the minimum C in that time frame.
5. A student will be allowed to remediate a failed course for only one DPT course per academic career.
6. A student may be allowed to progress in the academic portion of the DPT program while course remediation is in progress, with the understanding that if remediation is unsatisfactory, the student will be dismissed from the program. It is required that students demonstrate minimum levels of competence prior to all full time clinical education experience and will not be allowed to participate in these affiliations until academic or clinical remediation is completed successfully. If the faculty requires the student to repeat the entire course the next time it is offered, the student would not be allowed to progress.

Repeating a course/semester

Repeating a course/semester may be necessary when academic performance is not acceptable.

1. *Course Sequencing:* DPT courses are offered only once a year. Therefore, to repeat the

course/term in proper sequence, the student would be unable to retake the failed course until the following year. If students must retake one or more courses the next time they are offered, they must apply for reinstatement to the DPT program to progress.

2. *Permission*: Permission of the academic progression committee, program director and Academic Dean is required to re-enter the program. The academic progression committee reserves the right to examine extenuating circumstances in each case of non-acceptable academic and/or clinical performance, before granting permission.
3. *Plan*: A plan to re-enter the program for the purpose of repeating a term will be developed by the DPT faculty. This plan may include, but is not limited to, repeating or auditing additional courses and/or demonstrating competency in clinical skills prior to continuing with clinical education courses.
4. *Grading*: Both the original and the grade from repeating the course will remain on the student's permanent record and both grades will be used to calculate the grade point average. If a student repeats a course in which an unauthorized withdrawal (WU) has been earned, the original grade will remain on the permanent record, but only the second grade will be used in the calculation of the grade point average. A course in which a WU has been earned may be repeated only once. Repeated courses may not be taken for credit/no credit.

Remediation of Non-Acceptable Clinical Performance

The consequences of non-acceptable clinical performance may be: repeating the clinical experience or dismissal from the program.

1. *Repeating Clinical Courses*: Following unacceptable performance in any of the clinical courses, the DPT faculty may expect the student to complete a remediation clinical experience.
2. *Grading*: If the consensus is that the unsatisfactory clinical performance may be improved by a remedial clinical experience, a grade of "I" (Incomplete authorized grade) will be assigned and a remedial clinical placement will be arranged. The "I" grade will be changed after completion of the make-up experience to a **Cr** (credit/pass) or **NC** (no credit/fail) grade. If the student's performance in the make-up experience is still unsatisfactory, a grade of **NC** (no credit/fail) will be assigned and the student will be dismissed from the program.

Remediation of Non-Acceptable Professional Behavior/ Performance

The student is expected to improve her/his performance in Professional behavior areas evaluated as being unacceptable. Failure to achieve a satisfactory rating in an outlined remediation plan may result in a need for additional coursework, additional clinical time, delay in progression in the program, or program dismissal.

Requirements for Graduation

In order to graduate the student must:

1. Satisfy all financial obligations to SDSU.
2. Meet satisfactory progress standards according to the institutional policies stated in the Graduate Bulletin.
3. Satisfactorily complete all required academic and clinical course work.
4. Obtain a cumulative GPA of at least 3.00.
5. Completion of all required graduation paperwork including application for graduation.
6. Pay graduation fee.

Withdrawal, Leaves of Absence & Readmission Policies

Students should refer to the Graduate Bulletin for Withdrawal, Leaves of Absence Policies. In addition to what is stated in the Graduate Bulletin for these policies, the DPT program upholds the following stipulations:

Withdrawal

Students should be aware that withdrawing from any DPT class may automatically withdraw the student from the DPT Program. Due to the sequencing of the courses, the student must re-enter the program at the beginning of a semester. Due to the limited availability of openings for enrollment, there is no guarantee of reinstatement for a student who withdraws from the DPT Program. Arrangements may be able to be made with the Program Director and all attempts to make reasonable accommodations will be made.

Readmission

Readmission to the DPT program is NOT automatic. Students readmitted following academic dismissal are returned to a status of academic probation for a period of one semester. Students must bring their cumulative GPA to or above 3.00 by the end of the first academic semester after readmission to avoid being academically dismissed without the possibility of future readmission. If it is mathematically impossible (or highly improbable) for a student to achieve a 3.00 after the first academic semester following readmission, the student will not be readmitted. The following procedure must be followed:

1. The student will be given only one opportunity for readmission.
2. Readmission must occur the following year after withdrawal or dismissal.
3. In the term prior to re-entering the program, the student must request in writing a review of his/her academic performance by the Program Director and receive permission to re-enter the program.
4. The student will be notified of the readmission decision during the program's regular admissions cycle.
5. The student must re-enter at the beginning of the semester offering the DPT courses that the student needs to complete to fulfill graduation requirements.
6. If applicable, the student may be required to take a re-entry exam and practical exam to evaluate competencies required for DPT Program courses completed prior to withdrawing from the Program. Other stipulations may also apply depending on the circumstance.
7. The student must communicate intent to seek readmission at the time of withdrawal or dismissal.
8. If applicable, all other stipulations agreed upon at the time of withdrawal, dismissal and/or probation must be met.

University Student Conduct Standards

SDSU is devoted to the discovery and communication of knowledge. In this endeavor, academic integrity is of utmost importance. Correspondingly, its absence is taken very seriously. The University's students are expected to adhere both to their professional code of ethics and to the University's ideals and values of truth, integrity, and personal authenticity. It is the responsibility of the student to refrain from infractions of academic integrity, from conduct that may lead to suspicion of such infractions, and from conduct that aids others in such infractions. It is the responsibility of the faculty, administration, and students to establish and maintain an environment that supports academic integrity.

In addition to the preceding considerations, the University must evaluate student learning. This is accomplished through assessment. It is expected that the students complete all tasks within the framework/structure dictated by the course syllabus and faculty with utmost sincerity, honesty and integrity.

Student Conduct

The DPT program complies with all student conduct codes in that inappropriate conduct by students or by applicants for admission is subject to discipline on the San Diego State University campus. The Center for Student Rights and Responsibilities coordinates the discipline process and establishes standards and procedures in accordance with regulations contained in Sections 41301 through 41304 of Title 5, *California Code of Regulations*. **Students are highly encouraged to review the policies in these sections in the Graduate Bulletin, especially those pertaining to:**

- **Plagiarism**
- **Alcohol & Substance Abuse.**

Students have been given notice of the University's and DPT program's expectations regarding academic integrity and appropriate conduct by virtue of its publications. Regardless of whether a student has actually read the Graduate Bulletin regarding student conduct codes, a student signs on admission that he or she has done so and is charged with knowledge thereof. Students are not excused from academic dishonesty or conduct code violations due to ignorance. Any member of the University community may bring to the attention of a faculty member, program director, or University administrator evidence in support of an allegation that a student has demonstrated academic dishonesty or a student conduct code violation. The student will be afforded an opportunity to respond. If the university representative believes the student guilty of academic dishonesty, he/she will assess a penalty immediately and shall promptly report the case in writing to the Program Director or Dean. The penalty will be in accordance with the policy contained in the Graduate Bulletin or this handbook and will remain as a written record in the student's file. Each student is afforded his or her due rights and process when a complaint has been filed (*Please see section on Student Grievances in Graduate Bulletin*). No penalty will be enforced until the student has been informed of the charge, of the evidence upon which it is based, and been given an opportunity to present a defense. In general, the penalty for any act of academic dishonesty will be a failing grade in the course and the maximum penalty will be academic dismissal. With Program Director approval, the faculty member may recommend lesser penalties as deemed warranted.

APTA Code of Ethics

It is also expected that SDSU DPT students and faculty will comply with the ethical standards of the profession. These are as follows:

Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

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 health care 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.
- 4g. 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, health care 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, lifelong 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 Value: 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 healthcare resources and shall avoid overutilization or underutilization 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.

Medical/Health Policies

Health Insurance

DPT program students are responsible for all of their own health care costs during their education at SDSU. DPT program students are required to carry and maintain personal health insurance during their entire tenure at SDSU. Those without current coverage can inquire at Student Health Services for policy information, or refer to the SDSU Graduate Bulletin. Students are required to submit a Health Insurance Statement and sign a waiver assuming all financial responsibility for any illness or medical bills that occur while enrolled (See Appendix pg. A-9) and are responsible for updating this information regularly.

Health Testing

DPT students are required to sign a disclosure form certifying that they are in good health and can participate in all required activities related to their education, including performing all activities delineated by the technical standards throughout their time enrolled in the DPT program. It is recommended that each student obtain a yearly physical exam from a physician. Some clinical education sites *require* an updated physical exam.

In addition, students are required to be CPR certified (health care provider) and must have completed certain other health testing and immunizations (such as MMR, TB, Hepatitis B etc.) prior to the first day of clinical experiences. First aid (through the American Red Cross) may be required by some clinical sites. Refer to the DPT Clinical Education Handbook for further information.

Medical Conditions, including Pregnancy

Immediately upon medical confirmation, any medical condition that may impact the ability of a student to safely and fully participate in the educational experience should be reported to the student's advisor, DCE, and/or Program Director. This will allow planning of a learning experience that will ensure maximum safety to all concerned.

Potential Health Risks of Students

Student Safety/Injury

During the DPT program, students are subject to known and unknown health risks. These may include exposure to people with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and risks attendant to the work environment. The DPT program makes every effort to protect the safety and interests of the student. Basic instruction in prevention procedures and in the application of reasonable and prudent precautions is provided, which can serve to limit unnecessary exposure and constitute a measure of safety for students. Ultimately, it is the student's responsibility to apply these precautions and to take appropriate steps to protect their fellow students and themselves.

As a condition of enrollment in the DPT program, students are required to show proof of health insurance, immunizations and laboratory testing. During DPT clinical experiences, in the event of an accident resulting in student injury, the student should immediately notify the clinical instructor of the accident and follow the policies of the facility including completing the appropriate incident report/ documentation. Expenses related to student illnesses or injuries occurring during a clinical experience are covered by the student's personal health insurance, which must be maintained throughout the clinical program.

Additional DPT Program Policies/Information

Registration Process

Registration for specific courses occurs through the Graduate School Website portal. Once students are accepted and enrolled, even in a cohort model, students must register/confirm their registration for the courses for each semester. Students are to meet with their advisors to review academic progress and course schedules each semester, prior to the start of the next semester. Any changes to a student's schedule must be done through the Graduate Office and with approval of the Program Director.

HIPAA and Related Policies

During the course physical therapy training, students will likely have access to confidential information related to other students, patients/clients, or others. Students receive training in protecting patient/client confidentiality and Health Insurance Portability and Accountability Act (HIPAA) guidelines. It is the *responsibility* of the student to maintain confidential any information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information
- Unauthorized use, copying, or reading of patient medical records
- Unauthorized use, copying or reading of employee/hospital records
- Taking patient records outside the clinical facility
- Any tampering of patient information

This policy applies not only to patients/clients with whom the student has direct contact in the clinical setting, but to *any* personal/confidential information to which the student may have access while participating in physical therapy education.

The student is to use discretion when discussing patient/client information with other *appropriate* individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant while in the clinical setting, and cannot easily be overheard by those not involved in the patient's care. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained.

Additionally, some clinical facilities will have their own published policies/ procedures related to protecting patient/client information that students are expected to follow.

Violations of this policy may result in sanctions and may be grounds for dismissal from the program.

Doctor of Physical Therapy Student Association

The SDSU DPT program has an SDSU-recognized student association, the Doctor of Physical Therapy Student Association (DPTSA) that is a part of the College and Health and Human Services and SDSU Associated students. We encourage all DPT students to become involved with the DPTSA. Several functions of the DPTSA are to:

1. Be a campus voice for the Doctor of Physical Therapy students.
2. Serve as a liaison between the DPT Program Director, faculty and students. The DPTSTA can provide students with a way to give feedback to the faculty (anonymously if desired).
3. Solicit feedback from the class for items to be discussed by the Student Affairs Committee. The Student Affairs Committee functions include coordinating all student professional recruitment events, serves as liaison for student pro bono services; oversee organization of class events such as review sessions, service projects, or social events.
4. Promote outside-classroom professional, social, fund-raising, and charity activities.

DPTSA Officer Process (Please see DPTSA bylaws for additional information):

A. Elections

- i. Election of Officers: Elections will be held every year at the end of the Spring semester. The offices to be voted upon include President, Vice-president, Treasurer, and Director and co-Director of Social Affairs. First-year students shall not be able to run for office until their second-year. Each member shall nominate one member for each office position without nominating a member more than once.
- ii. Election Process: All members who accept a nomination shall prepare a short speech to present to their class. A ballot shall be passed out after the speeches to allow for private voting.

B. Term of Office: The Officers will hold office for one year.

Employment while enrolled in School

Due to the exacting requirements of physical therapy course of study, it is unwise for students to expect to meet their expenses with outside work. The SDSU DPT program does not specifically forbid such additional duties but discourages them. The DPT program, furthermore, reserves the right to request that such work be discontinued, if in opinion of the faculty, it interferes with the satisfactory completion of prescribed academic activities.

Employment Opportunities Following Graduation

Currently, physical therapists are commonly employed by nursing homes, hospitals, home health agencies, rehabilitation centers, outpatient facilities, private physical therapy offices, fitness centers, public or nonpublic schools, academic institutions and industrial settings, and demand is high. The DPT Program maintains a job board of current listings that are sent to the school. There is no guarantee by SDSU of employment, implied or otherwise.

Licensure

It is the goal of the SDSU DPT program to prepare students in every way to practice as physical therapists upon graduation. A part of this is preparation to become licensed as a physical therapy professional.

Licensure or registration is not required for student clinical education experiences. However, following graduation, licensure of physical therapists is required by every state. Complete information on practice acts and regulations may be obtained from the individual state licensing boards. Candidates should contact the licensing organization in the respective state to determine work requirements. Graduates of the SDSU DPT Program will be encouraged to take state and national recognized licensing examinations as soon after graduation as possible. Further information regarding the national physical therapy examination (NPTE) can be obtained at www.fsbpt.org.

Professional Organization Membership

All SDSU DPT program students are **highly encouraged** to become members of the American Physical Therapy Association (APTA). The cost of the membership is at the student's own expense.

The APTA is the national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to a large number of benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (which will be needed for many course assignments) and online access to research resources with many full text articles which may not be available through the University databases. The student will gain automatic membership in the Student Assembly which functions as a forum for future Physical Therapists and Physical Therapist Assistants. The National Student Conclave also provides the student with access to the latest trends and issues in the profession. Membership information will be provided to each student at the beginning of the DPT Program. Information may also be found on the Internet at <http://www.APTA.org>. Students are also highly encouraged to attend the Combined Sections Meeting (CSM) and Annual National APTA meetings. The CSM and National meetings are typically held in February and June, respectively.

Students are also encouraged to become active in the San Diego District and California State (CPTA) Chapters of the APTA. The SD District typically sponsors quarterly meetings. The CPTA typically holds its meeting in the fall, and offers other opportunities for professional service, networking, skill development and promotion of the profession. This is a very useful way for the student to become more acquainted with the physical therapy profession.

Program Complaint

The DPT Program encourages and solicits ongoing feedback from enrolled students, faculty members, patients, clinical faculty, and employers of our graduates. When there is a specific complaint about a student, faculty member, or the program in general, it should be documented in writing and discussed first with the person involved, then with the Program Director, the Dean, or other administrative personnel. If this series of actions does not bring about a satisfactory resolution, complaints about the Program should be directed to the Commission on Accreditation in Physical Therapy Education (CAPTE). Contact information for CAPTE can be accessed through their website at <http://www.capteonline.org/home.aspx> (email: accreditation@apta.org) or by calling the Department of Accreditation of APTA at (703) 706-3245. CAPTE can only respond to specific PT Evaluative Criterion violations. In order for CAPTE to address a complaint, they require that the letter of complaint be signed. If one chooses to file a complaint with CAPTE they should address the complaint to CAPTE:

Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314

Internal Complaints

Complaints that are not related to accreditation issues should be addressed by following the procedures outlined in the Graduate Bulletin (pg. 438), or the University Senate Policy File (Student Grievances Procedure, pg. 61).

Additional University Information for DPT Students

The DPT program supports and expects DPT students to comply with all University level policies, procedures, and standards found in the Graduate Bulletin or General SDSU website. Please refer to the Graduate Bulletin or General SDSU website for clarification on any of the following additional topics:

Identification

At the beginning of their first semester, students will receive a student identification card with a photo picture and "Red ID" number. This card entitles the student to use campus facilities. In addition, prior to participating in clinical education, students will obtain name badges to be worn during all clinical education experiences.

Program Expenses and Financial Aid

Please refer to the SDSU Graduate Bulletin for specific and related program costs including tuition, fees, and refund policy. SDSU reserves the right to change charges and fees at the University's discretion with appropriate notification to students.

A variety of financial aid loans and grants are available for qualified applicants to SDSU. Students will need to meet with a financial aid officer at the time of admission, before each Semester, and upon graduation. Students seeking financial assistance may apply by contacting the Financial Aid and Scholarship Office. Further information is found in the Graduate Bulletin.

Library and Bookstore

Love Library

As one of the largest, most comprehensive libraries in the CSU system, the SDSU Love Library offers 2+ million print volumes, including a rich collection of rare books and archival materials, 400 databases covering a wide range of subjects, many with full text articles, as well as more than 7,000 DVDs, VHS tapes, and CDs. Love Library has over 20 departments staffed by librarians and library assistants for whom students may contact for research assistance. The Library offers access to the computing resources of the University, providing more than 800 public computers, group study spaces, practice presentation rooms, a new tutoring center, literary readings, exhibits, and events, and most importantly, expert, friendly assistance with your research and technology needs. The Library facilitates your access to information in all formats, and the first step is obtaining your Library PIN at one of the convenient Library PIN terminals located in Reference Services, the Student Computing Center or in the 24/7 Study Area.

The business hours for Love Library vary during the week during each semester. Love library has internet, copying, and printing services, as well as rooms for study and group meetings. For more information and services, students are recommended to go the Love library general website <http://library.sdsu.edu/> or contact them at one of the following:

Phone [8 am to 7 pm]:	(619) 594-6728
Text [8 am to 7 pm]:	(619) 567-9743
Email (response within 24 hours)	eref@rohan.sdsu.edu or fill out "Ask a question" form.
24 hours a day, 7 days a week	Chat with a librarian right now
Circulation Desk (7 am to 1 am)	(619) 594-6793
Student Computing Center (7 am- 1am):	Computer/Blackboard Help (619) 594-3189
24/7 Study Area - Open 24 Hours:	Call us at (619) 594-3446

Aztec Book Store

Prior and during the 3-year program, students may purchase their books, computer software and other relevant supplies at the Aztec bookstore located directly on campus. For more information, you may go to <http://www.aztecshops.com/>.

Campus Security and Student Safety

At the time of orientation, students are informed of emergency procedures at SDSU. In accordance with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the SDSU Safety, Security and Fire Report and current annual crime statistics are available online at <http://www.police.sdsu.edu>. Please call the University Police Crime Prevention Unit at 619-594-1985 for more information.

EMERGENCY PHONE NUMBERS

SDSU Police: Campus phone: 9-1-1 OR 41991 [619-594-1991]

Environmental Health & Safety: Campus phone: 46778 [619-594-6778]

Physical Plant: Campus phone: 44754 [619-594-4754]

EMERGENCY Information Line: 1-866-794-8832 SDSU HOME PAGE WWW.SDSU.EDU

Evacuation

- Evacuate the building using the nearest exit or alternate if nearest exit is blocked.
- Secure any hazardous materials or equipment before leaving.
- Take personal belongings (keys, purses, wallets).
- WALK – DO NOT RUN.
- DO NOT USE ELEVATORS.
- Assist individuals with disabilities.
- Assemble at your building's evacuation assembly point unless otherwise instructed.
- Do not re-enter building until authorized by emergency personnel.

Shelter in Place

- Stay inside the building or find a safe place.
- If you are in a room with a door, make sure the door is closed.
- *Due to the varying age of campus buildings, doors may lock manually, remotely or not at all. If applicable and time permits, lock doors.*
- If you are in a room with a window, make sure the window is closed.
- Remain where you are until further direction from emergency personnel.
- If an emergency or if anyone is in danger call SDSU Police.
- Move away from the site of the hazard to a safe location.
- Alert others to stay clear of the area.
- Notify emergency personnel if you have been exposed or have information about the release.
- Follow the instructions of emergency personnel.

Power Outage

- Remain calm. Evacuate if instructed to do so; move cautiously.
- Laboratory personnel should secure experiments/activities that may present a danger while power is off or when restored.
- Turn off and unplug electrical equipment and computers; turn off light switches.

Suspicious Object

- Do not touch or disturb object.
- Call SDSU Police.
- Notify your supervisor and/or department safety coordinator.
- Be prepared to evacuate.

Earthquake

- Drop, Cover, Hold under a table or desk or against an inside wall - not in a doorway – until shaking stops. If in a lecture hall, stay in your seat or get under it if possible. PROTECT HEAD AND NECK with your arms.
- After the shaking stops, move toward the nearest available exit.
- Evacuate the building.
- DO NOT USE ELEVATORS
- Do not leave the area/campus without reporting your status to your instructor or department safety coordinator.
- Follow instructions from emergency personnel or your department safety coordinator.

Fire

- Activate nearest fire alarm and call SDSU Police.
- Only use fire extinguisher for small fires.
- Evacuate building, closing doors to contain fire.
- DO NOT USE ELEVATORS
- Assemble at your building's evacuation assembly point.

IF IT'S SAFE TO DO SO, attempt to put the fire out using the nearest fire extinguisher. There are generally three types of extinguishers:

- Type A is used for ordinary combustibles such as paper, wood and fabric.
- Type B is used for flammable liquids such as gasoline or alcohol.
- Type C is used for all electrical fires

SDSU fire extinguishers may be used on all fires and are placed in wall-mounted metal boxes with glass doors located in hallways, usually close to exits and near fire alarm stations. To use an extinguisher, hold it upright and:

- P - Pull the pin
- A - Aim the nozzle at the base of the fire
- S - Squeeze the trigger
- S - Sweep from side to side at the base of the fire

CAUTION: If you have the slightest doubt about whether or not you should fight the fire, DON'T! Close the door to contain the fire and leave immediately. If you can't leave, line the cracks around the door with wet towels and wait for the Fire Department.

Laboratory Equipment Failure or Malfunction

SDSU expends every effort to make sure that all laboratory and classroom equipment is safe and functioning properly through regularly scheduled maintenance and, when appropriate, calibration procedures. However, if any equipment malfunction is experienced:

1. Unplug or turn off the equipment immediately.
2. Place a temporary "Out of Order" sign on the equipment so that others do not attempt to use it prior to you notifying the school personnel.
3. Inform your lab instructor or Program Director as soon as possible.

What to do in the event of a liquid spill

1. Alert others in the immediate area
2. Inform your instructor
3. Don appropriate protection e.g. gloves, mask and eye wear.
4. Place appropriate absorbing material over spill and allow to absorb.
5. Place saturated material in plastic bag and place bag in proper waste receptacle.

6. Clean area with appropriate cleaning agent and wipe dry.
7. Properly dispose of cleaning materials and gloves in waste receptacle.

What to do in the event of a medical emergency

1. Call for help, alert the instructor, have someone call 911
2. If you are trained, follow basic First Aid procedures:
 - Is the person breathing? If not, tilt the head, clear the airway and breathe for them.
 - Is the heart beating? If not, begin CPR. Use the AED if appropriate.
 - Elevate the legs and support the neck, keep them warm.
 - Reassure them while you wait for medical help.

What to do if you are injured

1. Immediately inform your instructor
2. The nearest emergency medical facilities are:

SHARP Grossmont Hospital
5555 Grossmont Center Drive
La Mesa, CA 91942
(619) 740-6000

Alvarado Medical Center
6655 Alvarado Road
San Diego, CA 92120
(619) 229-3130

- First Aid Kits are located in Peterson Gym laboratory, Room 107 Annex, Biomechanics Laboratory, and the Program Director Office
- If you are injured but choose not to seek professional care, you must sign the ***Waiver of Medical Care Form*** in the Appendix.

General Suggestions for Preventing Personal Injury

Healthcare workers often suffer from musculoskeletal complaints because of the nature of our work. We spend a great deal of time leaning over and moving patients, using equipment and completing paperwork.

- a. Learn and follow basic principles of good body mechanics. Use good posture while sitting in class, working in labs and during activities of daily living. Always lift using good body mechanics.
- b. Take good care of yourself. Follow healthy eating habits, get enough sleep and exercise regularly. Working in healthcare can be an athletic event.
- c. Handle all equipment, instruments and substances with caution and respect.
- d. Think Safety and Act Safely!

Infection Control Policies

Equipment

1. All plinths and treatment surfaces will be cleaned using a bactericidal agent after each use.
2. Other equipment (e.g., wheelchairs) will be cleaned using a bactericidal agent as needed, at least once each semester.

Linen

1. Linens and towels must be changed after each use and all soiled linens must be promptly placed in the designated receptacle for laundering.

Responsibilities

1. Hand washing is the single most effective means of controlling the spread of infection. Remember to wash your hands frequently, using proper hand washing procedures.
2. Any student with a known communicable infection will not be a patient in the whirlpool, will place all linen they come in contact with in the laundry basket, and will clean treatment surfaces.
3. Use protective barriers (e.g., gloves, masks, eye/face protection and lab coats) if there is any possibility of exposure to body fluids, chemicals, infection or contaminated substances.
4. The faculty member using a lab space will be responsible for assuring the infection control policies are enforced in their lab.

Blood Borne Pathogen Program

1. Purpose

All DPT students will receive training in Universal Precautions/Blood Borne Pathogens. It is the responsibility of the instructor to ensure that these procedures are modified to accurately reflect current practices.

2. Procedures for Reporting and Record Keeping

Any reports required by OSHA occurring on University property will be maintained by the University. On clinical, all documentation should follow facility policy. All reports (training certificates, notice of HBV Vaccinations, and Exposure Reports) will be maintained by the University.

A. Hepatitis-B Virus (HBV) Vaccinations: HBV vaccination is mandatory for most clinical sites. Any exceptions must have a qualified, signed waiver.

B. Post Exposure Treatment and Notification Procedures: Should an SDSU employee or student become exposed to HIV/HAV/HBV, the individual will report the exposure to their supervisor or Program Administrator. Exposed individuals should follow the recommendations provided by a medical doctor or by the U.S. Public Health Service.

During all phases of Post Exposure, the confidentiality of the affected individual and exposure source will be maintained on a "need to know basis". SDSU will use the SDSU Environmental Health & Safety Accident/Incident Report. The incident report can be accessed at <http://bfa.sdsu.edu/ehs/>.

3. General Procedures

SDSU personnel and students must follow the following procedures when in laboratories:

1. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a potential for exposure to any health hazard.
2. Food and drink must not be stored in refrigerators, freezers, or cabinets where blood or other potentially infectious material is stored or in other areas of possible contamination.
3. Gowns, aprons, or lab coats must be worn whenever there is a possibility that body fluids could splash on skin or clothing.
4. Gloves must be made of appropriate disposable material, usually intact latex or vinyl. They must be used in the following circumstances:
 - i. When the individuals have cuts, abraded skin, chapped hands, dermatitis, or similar conditions.
 - ii. When examining abraded or non-intact skin of a patient or student with active bleeding.
 - iii. While handling blood or blood products or other body secretions during routine laboratory procedures.
5. Faculty, staff and students must wash their hands immediately, or as soon as possible, after removal of gloves or other personal protective equipment and after hand contact with blood or other potentially infectious materials.
6. All personal protective equipment must be removed immediately upon leaving the laboratory area, and if this equipment is overtly contaminated, it must be placed in an appropriate area or container for storage, washing, decontamination, or disposal.
7. Contaminated clothing must not be worn in clean areas or outside the building.
8. All procedures involving blood or other potentially infectious agents must be performed in a manner that will minimize splashing, spraying, and aerosolization.
9. Medical Wastes
Medical/infectious waste must be segregated from other waste at the point of origin. Medical/infectious waste, except for sharps (i.e., razor blades, broken glass, needles, etc.) capable of puncturing or cutting, must be contained in double disposable red bags conspicuously labeled with the words "INFECTIOUS WASTE - BIOHAZARD." Used needles or other sharps (razor blades, broken glass, scalpels, etc.) must not be sheared, bent, broken, recapped, or re-sheathed. Infectious sharps must be contained for disposal in leak-

proof, rigid puncture-resistant containers. Infectious waste contained as described above must be placed in reusable or disposable leak-proof containers that are conspicuously labeled with the words "INFECTIOUS WASTE – BIOHAZARD". Biological wastes that do not contain radioactive or hazardous substances may be disinfected by steam sterilization (autoclave) then disposed of in the regular trash.

10. Cuts

If an individual sustains has a needle stick, cut, or mucous membrane exposure to another person's body fluids he/she must report the incident immediately to the Instructor or Program Administrator. An incident report form must be filed with SDSU Department of Environmental Health and Safety (<http://bfa.sdsu.edu/ehs/>).

11. Blood Exposure

All students exposed to human blood and blood products must report to the Program Director for information.

Needlestick or Exposure to Blood, Body Fluids, and Infectious Agents

Prompt response is important if a person has been injured or exposed (by needlestick, splash, or direct contact) to human or non-human primate blood, body fluids, or a laboratory-associated exposure to bloodborne pathogens, infectious agents, or recombinant DNA has occurred.

Immediately do the following:

Wash the wound and skin with soap and water.

Flush or rinse out exposed mucous membranes (eyes, nose, mouth, etc.) with water.

Notify the **Person In Charge**: PI/Lab Manager, Instructor/ TA, or supervisor/manager.

Immediately seek medical evaluation

Seek medical evaluation as directed below, and as **soon as possible**, to ensure proper post-exposure evaluation, prophylaxis, and follow-up procedures. Any delay would affect treatment.

Student interns in health care facilities have the opportunity to seek initial medical evaluation at the facility where the incident occurred, but will need to follow up with Sharp Rees Stealy, Occupational Health Services (per SDSU Risk Manager).

For Immediate Emergency Care

Call 9-1-1 from campus phone or (619) 594-1991

SDSU Public Safety Dispatch to call ambulance

Occupational Health Services (8 am – 5 pm, M-F)

Call (619) 644-6600 then proceed to:

Sharp Rees-Stealy, La Mesa

Grossmont Medical Plaza, Suite 601

5525 Grossmont Center Drive

La Mesa, CA 91942

La Mesa, CA 91942

Urgent Care Services (8 am – 8 pm, Daily)

Proceed to:

Sharp Rees-Stealy, La Mesa

Grossmont Medical Plaza, First Floor

5525 Grossmont Center Drive

After Business Hours (after 8 pm to 8 am):

Proceed to Sharp Grossmont Hospital Emergency Department or report to Occupational Health Services or Urgent Care Services during business hours (the next day)

Students and faculty are to report the exposure incident to the Program Director who will report the incident to the Biosafety Officer at (619) 594-2865 or (619) 594-6778.

Properly contain and secure the biohazardous materials and/or contaminated sharps for follow-up investigation and disposal.

Complete an Exposure Incident Report Form in the event of a bloodborne or other biohazardous exposure, **and** a Sharps Injury Report if the event involves a biohazardous contaminated sharp or needle stick. (<http://bfa.sdsu.edu/ehs/>)

Complete a Supervisor's Report of Work Related Accident/ Illness Form for employees
<http://hr.sdsu.edu/workerscomp/>

FAILURE TO COMPLY

All of the above guidelines, policies and procedures, and expectations are designed to foster each student's sense of responsibility in preparation for employment as an entry-level physical therapist. Failure to comply with these guidelines and policies and procedures or failure to meet these expectations may result in failure of the clinical course and subsequent dismissal from the Program.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

- 1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the records(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- 2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by San Diego State University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Appendices



Graduate Bulletin, DPT Student Handbook, and Student Conduct Code Acknowledgement Form

By signing below, I, _____, agree that I have access to, have read and understand all information contained in the San Diego State University Graduate Bulletin, and the DPT Student Handbook. I also agree that I will adhere to and abide by the rules and regulations contained therein, which include, but are not limited to, the SDSU Student Conduct Code. I am aware of the consequences of violations of specific policies and standards, including plagiarism and dishonesty.

Signature

Date

Printed Name

Program and Year

Witness



Student Release, Informed Consent and Waiver

I, _____, am a student at San Diego State University. (the "University"). I will be enrolled in courses that will include the teaching of laboratory activities and interventions, including hands-on techniques (the "lab activities"). I understand that participation in the lab activities is an important part of the education offered in the SDSU DPT program and that my participation is generally expected except in the case where medical or other extenuating circumstances might excuse such participation. Any exceptions must be approved by the instructor or Program Director in writing and I am still responsible for mastering all required skills and knowledge. In participating, I agree to obtain and provide informed consent for all lab activities.

I hereby release the University and all of its shareholders, directors, trustees, officers, employees, representatives and faculty members (the "Released Parties") from all liability for any harm, injury or illness of any kind that I may incur as a result of my participation in the lab activities (any "Harm").

If I participate in the lab activities, by so doing I will represent and agree that:

- (1) I have **no pre-existing condition** that would make my participation harmful to me in any manner and will disclose any such conditions;
- (2) I have had the **opportunity** to discuss my participation and this Release with competent medical and legal advisors;
- (3) I **RELEASE** and **DISCHARGE** all Released Parties (except anyone who intentionally causes Harm) from all liability for any Harm;
- (4) I **WAIVE ALL CLAIMS AGAINST** and **COVENANT NOT TO SUE** the Released Parties (except anyone who intentionally causes Harm) for any Harm;
- (5) I **ASSUME FULL RESPONSIBILITY FOR ANY HARM, INCLUDING ANY RISK OF BODILY INJURY, ILLNESS OR DEATH** arising out of or relating in any way such participation; and
- (6) The Released Parties shall have **NO DUTY TO WARN** me of any risks at any time.

I understand that the University provides DPT students with professional liability insurance that is only available for incidents occurring while enrolled as an SDSU DPT student engaged in approved educational activities, including clinical education. However, I agree that I take full responsibility for my own health and well-being and accept responsibility for any injury or illness incurred in the educational process.

Therefore, I shall maintain my own health insurance acceptable to the University, with a minimum of Major Medical coverage. I shall also provide the University with satisfactory evidence of the existence of such insurance at all times, including satisfactory evidence of its renewal or replacement before its expiration or cancellation. I further agree to hold harmless and indemnify the University, and its owners, directors, officers and employees, from and against all losses, claims, damages and expenses, including reasonable attorneys' fees and court costs, arising out of or relating to my actual or alleged professional negligence or misconduct.

This Release and Waiver is intended to be as broad and inclusive as is permitted by law, and if any portion is held invalid, the balance shall continue in full force and effect.

Student Signature
Date _____

Signature of Witness



DPT Program Disclosure Form

The purpose of the form is to review certain facts described during the admissions process in an effort to prevent any misunderstanding by our students. Please read the following information regarding your education process and sign your initials at the end of each paragraph to indicate your understanding of and agreement to each item. When you have finished reading the entire form, please sign your name in the space provided at the bottom.

HOUSING AND JOBS WHILE ATTENDING SDSU: Although employment from local businesses and housing in the immediate area of the University may be available, the University has not guaranteed me employment or housing. Because of the demands of full time professional education in general, and the DPT program specifically, it is recommended that students do not plan to work full time during the didactic portion of the program, and not at all during clinical affiliations.

FINANCIAL ASSISTANCE: As with any university, student loans and/or grants are made available depending upon the financial information provided by the applicant. The University has not guaranteed that I will receive a loan or a grant. If I receive a loan, I understand that I will be responsible for repaying the loan.

HEALTH INSURANCE: I understand that I must have health insurance while enrolled as a student in the DPT program and must provide proof of insurance. I understand that I am responsible for all associated costs. Failure to show proof of insurance may result in disciplinary action up to and including dismissal from the program.

GRADUATE BULLETIN: I understand that the Graduate Bulletin has terms and conditions regarding my education. The Graduate Bulletin is available through the www.SDSU.edu website, and before beginning class I will read the catalog and agree to abide by its contents.

ATTENDANCE: The University requires daily attendance as an important part of your training program. Students failing to maintain satisfactory attendance requirements for their courses are subject to administrative actions, which may include probation, suspension from school, or denial of graduation. The attendance policy is contained in the DPT Student Handbook.

CRIMINAL BACKGROUND CHECK AND DRUG TESTING: I am aware that I will be required to undergo a criminal background check and possibly drug screening prior to being allowed to participate in clinical rotations. I understand that a record of criminal behavior may preclude me from being able to participate in clinical education at most if not all facilities and may prevent me from being employed. I understand that should I be prohibited from attending a clinical rotation at a clinical facility due to findings on my drug screening or criminal background check, I may be dismissed from the DPT Program.

CLINICAL EDUCATION REQUIREMENTS: Clinical rotations and internships are an integral part of the curriculum and may require that a student temporarily relocate. *I understand that I may, and most likely will, have to leave the local area, or the State, for any or all clinical affiliations.* I am aware that I am responsible for the cost of the travel and other related expenses.

Students will be required to meet all requirements outlined in the Clinical Education Handbook on "Immunizations, Certifications, and Related Requirements" prior to their initial Clinical Experience. Failure to comply with these requirements can lead to dismissal from the program. I understand that I will receive access to the Clinical Education Handbook during orientation, and before beginning class, I will read the Handbook and agree to abide by its contents. This information is available on the website.

COMPUTER REQUIREMENTS: All students will be expected to have laptop computers. Please visit the website or contact the school for specific requirements.

CORE PERFORMANCE STANDARDS: Core Performance Standards are divided into two parts; Technical Standards and Professional Behaviors. As part of the application process applicants will be required to review the Technical Standards required for the program, and self-report if any questions exist regarding ability to meet these standards. Students will be introduced to the Professional Behaviors in their first year. The Core Performance Standards are available for review on the SDSU web site.

ACCREDITATION Information Required by the State of California:

1. The entry level DPT program is pending accreditation by a regional and national accrediting body recognized by the United States Department of Education. It must be clear that the program is not accredited.
2. If the program is not approved by CAPTE, and the student wishes to continue with their physical therapy education, the student will be required to continue their entry level DPT program at another University such as Cal State Long Beach or Texas State University, not at SDSU.
3. If CAPTE does not approve SDSU for national accreditation, the student may have spent three years of training at an institution that is not accredited. They may not be eligible to obtain licensure in their state as a Physical Therapist without CAPTE accreditation.
4. Student loan or other financing may be affected by the change in institutions.

ACCREDITATION Information Required by the Commission on Accreditation in Physical Therapy Education (CAPTE):

The Doctor of Physical Therapy (entry-level) program has been granted Candidate for Accreditation status by the [Commission on Accreditation in Physical Therapy Education](http://www.apta.org/accreditation) of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

By signing my name in the space provided below, I verify that I have read, fully understand, and agree with the statements contained in this disclosure form.

Student
Signature:

Date:



DPT Program

Health Insurance Statement

The practice of physical therapy may have certain occupational risks. Students are required to carry their own health insurance and sign a waiver assuming all financial responsibility for any illness or medical bills occurred while enrolled in SDSU DPT Program. SDSU assumes no financial responsibility for an ill student, and all medical bills are the student's responsibility. Those without current coverage can inquire at Student Health Services for policy information, or refer to the SDSU Graduate Bulletin.

By signing this form, I agree to each of the following statements:

I have read the health insurance statement above. I am presently insured.

I declare to the best of my knowledge that I do not have and/or have not been exposed to any *serious communicable diseases*.

I understand that my status at SDSU will change if I do not tell my Program Director of any medical condition that may affect my school, other students, faculty, and staff members.

I understand that I assume all liability for any injury caused while performing laboratory or technical skills.

I understand that the performance of laboratory procedures and technical skills is required in order to graduate from this program.

I understand that any information discussed with the Program Director will be held in confidence, but that the Program Director reserves the right to discuss my needs and personal information with appropriate personnel.

Name (please print):

Signature:

Name of Health Insurance Company:

Phone #:

Policy #:

Date:

Witness Signature

Date:



SAN DIEGO STATE UNIVERSITY

DPT Program Emergency Contact Information Form

STUDENT INFORMATION

Name _____ Home Phone _____

Address _____ Cell Phone _____

City State ZIP Email _____

Hometown _____

Emergency contact person _____

Relationship _____

Phone _____ Cell Phone _____

PHYSICIAN INFORMATION

Name/Facility: _____

Address: _____

City: _____ State _____ Zip _____

Facility phone: _____



DPT Program

Consent for Release of Information

As a student/graduate of SDSU, there will be occasions when SDSU is requested to provide information concerning your academic and clinical education performance to third parties, including, but not limited to employers, licensing boards, or personnel from clinical facilities.

The purpose of this form is to provide consent for the release of all such information.

Please initial and sign below.

Clinical Education Information

- Name
- Contact and identification information
- Letter of verification related to Background Check and Drug Screen
- Health information
- OSHA & HIPAA training/certification
- Health Insurance Information
- Applicable academic and clinical performance and status
- Emergency contact information
- Vehicle registration information

Current and/or permanent address to prospective employers

Other (specify): _____

Student/Graduate Name (please print):

Signature:

Date:



DPT Program

Waiver of Medical Care

I waive medical care in connection with the incident on _____ (date),
at _____ (time), occurring _____ (where).

I understand that I have been counseled by my instructor to seek medical care, but I decline.

I understand that I assume all liability associated with this incident.

Name
(please print): _____

Signature: _____

Date: _____

Witness: _____

Date: _____



DPT Program

Multimedia Consent/Release Form

I do hereby consent to be photographed and/or videotaped, and have my voice and image recorded or otherwise by students, staff, or faculty of SDSU.

I understand that these recordings will be utilized for educational purposes only and as such will not be made available for public viewing.

This authorization extends from _____
to _____ (indefinitely, if not otherwise stated).

Name (please print): _____

Signature: _____ Date: _____

Witness: _____ Date: _____



Doctor of Physical Therapy Program

Guest Participant Informed Consent Form

I willingly volunteer to participate as a clinical subject in one or more class or laboratory sessions at SDSU and agree to the following:

I may be asked questions pertaining to the details of my health and health care.

I may be asked to expose an area of my body for inspection by students and faculty but may expect my dignity and modesty to be protected.

I may refuse to participate in any way I feel necessary.

I understand that this is a student educational laboratory and that the quality of care I receive may be less than that received from a graduate professional.

I understand that my voice or image may be recorded (e.g. photograph or digital recordings), and that these images will be used only for educational purposes

I waive any claims against SDSU, its representatives, employees, and students arising from my participation, excluding such claims as may be the result of gross negligence or willful misconduct.

I understand that I will not be compensated for my participation.

Name (please print): _____

Signature: _____

Date: _____

Course(s): _____

Date(s): _____