MISERICORDIA UNIVERSITY
PHYSICAL THERAPY DEPARTMENT

PHYSICAL THERAPY STUDENT HANDBOOK
and
CLINICAL EDUCATION MANUAL
DPT Class of 2016
2013-2014

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ABOUT THIS HANDBOOK

This handbook is meant to supplement the University Student Handbook, not to replace it. It contains policies and procedures specific to the Physical Therapy program at Misericordia University.

THE PHYSICAL THERAPY PROGRAM AT MISERICORDIA UNIVERSITY

The physical therapy program is a 6-½ year professional program resulting in a bachelor’s degree and a doctor of physical therapy degree. During the first 3-½ years, the student completes the requirements for a bachelor’s degree in an area of the student’s choice. The student enters the professional curriculum in the spring semester of the fourth year. The professional curriculum includes eight semesters. Concepts threaded throughout the curriculum are the core values of the profession, clinical decision making, evidence based practice, and lifespan. The student faculty ratio is 10:1 in seminar and laboratory courses.

Accreditation

Misericordia University is regionally accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000.

The Physical Therapy professional program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), the recognized accrediting agency for the professional accreditation of physical therapist education programs. For additional information, contact the Commission on Accreditation in Physical Therapy Education at 1111 North Fairfax Street, Alexandria VA 22314-3245; (703) 706-3245; accreditation@apta.org.

The Physical Therapy professional program complies with the accreditation policies of CAPTE. These policies include:

- Program Director will ensure timely submission of required fees and documentation.
- Program Director will notify CAPTE in a timely fashion of expected or unexpected substantive changes within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education
- If necessary, the administration and Physical Therapy program faculty will come into compliance with accreditation criteria within two years of being determined to be out of compliance.

Any person may submit to CAPTE a complaint about an accredited or developing program. Complaints must allege violation of one or more of the following:

(1) One or more of the Evaluative Criteria for Accreditation
(2) CAPTE’s statement on Academic Integrity in Accreditation, or
(3) CAPTE’s statement on Integrity Related to Program Closure

Further information can be found at http://www.apta.org/capte.
Mission

The mission of the physical therapy education program at Misericordia University is to provide professional physical therapy education opportunities and to help meet physical therapy health care needs.

The physical therapy program is committed to providing an education program which produces competent physical therapy practitioners who are critical thinkers and educated consumers of research and which prepares graduates for productive careers in physical therapy and as advocates for, and participants in, life long learning.

As an entry-level professional post baccalaureate program, the physical therapy curriculum reflects a commitment to the complementary relationship between liberal arts and professional studies which enables graduates to adapt to and deal with constantly evolving societal and professional needs.

The physical therapy program's commitment to providing quality physical therapy education expresses the founding Sisters' values and attitudes of justice, mercy, service and hospitality.

Philosophy

The physical therapy education program is based on the belief that graduates of entry-level physical therapy programs should possess the clinical decision making and problem solving skills which enable them to function as reflective practitioners in the contemporary, dynamic health care system. Physical therapists need to be sensitive to the needs of a culturally diverse society as evident in their interactions with clients, families, health care colleagues and the community in which they practice.

An educational program for physical therapists should reflect the concepts of andrology (adult education) to include problem solving, critical thinking and analysis, synthesis, evaluation, and integration of theory and evidence in practice, clinical decision making, mentoring and self-directed learning.

Physical therapists should integrate the core values of the profession in all professional activities. While capable of autonomous practice, they should have the ability and desire to remain open to input from and collaboration with other health care professionals.

A physical therapy entry-level education program prepares physical therapy generalists but provides graduates with the tools which enable them to develop specialty expertise through the application of critical thinking and problem solving skills and a holistic approach to health care.

The academic and clinical faculty and the academic and clinical education environments must reflect and foster professional values and behaviors. The academic and clinical faculty and curriculum components must be inextricably linked for the provision of a professional education program that prepares competent health care practitioners.
A diverse faculty whose members have responsibilities and activities consistent with their areas of teaching and scholarly expertise strengthens and enhances a professional education program.

**Student Goals & Expected Outcomes**

**Student Goals**

Graduates of the program will:

1. Be prepared to practice as physical therapist generalists capable of contemporary, reflective, competent, legal, autonomous and ethical practice.
2. Competently utilize and contribute to, evidence for the validation and advancement of the art and science of physical therapy.
3. Apply appropriate and effective teaching methods to educate others.
4. Effectively communicate and interact with colleagues for the benefit of optimal service to clients.
5. Respect and respond to individual differences in interactions with clients, families, colleagues and the community.

**Student Expected Outcomes**

Upon successful completion of the physical therapy education program, graduates will be able to competently:

1.1 Perform in the area of professional practice.
   - Professional behaviors
   - Core values

1.2 Perform in the area of patient/client management.
   - Screening
   - Examination, evaluation
   - Diagnosis, Prognosis
   - Plan of Care
   - Intervention
   - Outcomes assessment

1.3 Perform in the area of practice management.
   - Prevention
   - Health promotion
   - Fitness, wellness
   - Consultation
   - Practice management

2. Demonstrate evidence-based practice by identifying, analyzing, evaluating and synthesizing sources of information to support clinical decisions.

3. Develop educational programs that are effective for intended audiences.

4. Communicate with others and document in an accurate, appropriate and timely manner.

5. Provide optimal care in a compassionate manner that considers client wishes and takes into account cultural and societal constraints.
**Freshman Admission into the DPT Program**

Students admitted as freshmen must meet the general admission requirements of Misericordia University. Minimum criteria for admission to the Physical Therapy program are:

1. Class rank in the top 1/3 of the graduating class;
2. Minimum combined SAT score of 1050 for Critical Reading and Math (or the equivalent ACT score), with minimum SAT scores of 500 for Critical Reading and 500 for Math; and
3. Completion of three years of mathematics, one year of biology, and one year of chemistry in high school.

Additionally, high school preparation in physics is highly recommended. Exposure to and exploration of physical therapy as demonstrated by paid or volunteer experience is strongly encouraged.

**Graduate Admission into the DPT Program**

Students are admitted into the graduate portion of the DPT program that begins in spring semester. Students who currently attend Misericordia University and who wish to apply for graduate admission into the DPT program will be evaluated along with external applicants. Admission to the Physical Therapy major is not guaranteed, and is on a space available basis. The deadline for submitting an application for graduate admission into the DPT program is May 15th of the preceding year.

The criteria for admission into the professional DPT physical therapy program are:

- Completion of requirements for baccalaureate degree.
- Completion of required prerequisite courses with a grade of at least C for each course.
- Cumulative GPA of at least 3.0.
- Prerequisite GPA of at least 3.0.
- Exposure to and exploration of physical therapy as demonstrated by documented paid or volunteer experience of 50 or more hours in at least two different facilities or a minimum of one year’s full-time professional experience within the health care system.
- Evidence of Medical Terminology competency, which can be fulfilled in several ways:
  1. Demonstration of college level credit-bearing coursework of at least one credit, with a grade of C or better.
  2. Completion of “Advanced Medical Terminology with Sound Recordings” non-credit course available at [http://www.webbycyberclasses.com](http://www.webbycyberclasses.com).
3. Completion of MI 106 Medical Terminology (1 credit) with a grade of C or better.
   - Offered for non-Medical Imaging students in Spring semester only.
   - Medical Imaging majors have priority for registration for this course.
   - Students wishing to pursue this option should register during their junior year.

4. Previous employment or training in a health care profession involving the use of medical terminology.
   - Must be approved by the Physical Therapy Department.

DPT Course Descriptions

DPT 800 Developing Academic Success Skills  1 credit
This course will assist the student in assessing academic strengths and weaknesses, and to develop and implement a plan to address weaknesses.
Prerequisites: Graduate DPT status

DPT 801 Applied Physiology  4 credits
Lecture: 3 hours
Lab: 2 hours
The study of physiological mechanisms affecting physical therapy examination, evaluation and intervention. Includes physical agents, exercise, and modifying variables as related to maintaining and restoring homeostasis. Also includes applied cardiovascular, respiratory, and exercise physiology.
Prerequisites: Graduate DPT status
Co-requisites: DPT 803, DPT 805, DPT 807, DPT 811, DPT 819. Spring

DPT 802 Prosthetics and Orthotics in PT  1 credit
Lecture: 2.5 hours per week for 6 weeks
This course is designed to instruct physical therapy students in the physical therapy management of individuals with upper and lower extremity amputation, and incorporation of orthotic devices in patient/client management.
Prerequisites: DPT 809, DPT 823, DPT 839, DPT 853, DPT 855, DPT 857
Co-requisites: DPT 825, DPT 833. Fall

DPT 803 Human Anatomy I  4 credits
Lecture: 3 hours
Lab: 2 hours
The first of two courses that study human anatomy, emphasizing structure and function in relationship to human movement, inter-relationships of neuromuscular, musculoskeletal, cardiovascular, pulmonary systems and intraabdominal structures. This course emphasizes building a foundation in human anatomy that will be built upon in the second course and integrated in clinical courses.
Prerequisites: Graduate DPT status
Co-requisites: DPT 801, DPT 805, DPT 807, DPT 811, DPT 819. Spring
DPT 805 Medical Conditions I 3 credits
Lecture: 3 hours
The first of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis.
Prerequisites: Graduate DPT status
Co-requisites: DPT 801, DPT 803, DPT 807, DPT 811, DPT 819. Spring

DPT 807 Movement Science I 4 credits
Lecture: 3 hours
Lab: 2 hours
The analysis of human movement is taught from the developmental, kinesiological, and biomechanical perspective. The student will learn functional anatomy, kinesiology and pathokinesiology of the joints, posture, functional movement patterns of the neck, trunk and limbs as a foundation for evaluation and intervention strategies of the musculoskeletal system.
Prerequisites: Graduate DPT status
Co-requisites: DPT 801, DPT 803, DPT 805, DPT 811, DPT 819. Spring

DPT 809 Human Anatomy II 2 credits
Lecture: 1 hour
Lab: 3 hours
The second of two courses that study human anatomy, emphasizing structure and function in relationship to human movement, inter-relationships of neuromuscular, musculoskeletal, cardiovascular, pulmonary, and integumentary systems and intra-abdominal structures. This course builds upon the foundation built in Human Anatomy I and includes further exploration of structures and relationships using cadaver dissection. Evidence for the anatomical basis of examination and intervention is explored.
Prerequisites: DPT 813, DPT 815, DPT 817, DPT 821, DPT 829, DPT 851.
Co-requisites: DPT 853, DPT 855, DPT 857. Spring

DPT 811 PT Clinical Skills 2 credits
Lab: 4 hours
The first of two courses introducing patient handling and physical therapy tests and measurements and intervention strategies. This may include assessment and monitoring of vital signs, goniometry, manual muscle testing, modalities of heat, cold, sound, and water and therapeutic exercise. Introduces problem solving, communication, and patient management skills.
Prerequisites: Graduate DPT status
Co-requisites: DPT 801, DPT 803, DPT 807, DPT 819. Spring
DPT 813  Evidence Based Practice I       3 credits
Lecture: 3 hours
The first of a four-course sequence provides an overview of quantitative and qualitative research processes. The course emphasizes the knowledge and skills necessary to read and critically evaluate professional literature.
Prerequisites:  Graduate DPT status
Co-requisites:  DPT 815, DPT 829.  Fall

DPT 815  Medical Conditions II      3 credits
Lecture: 3 hours
The second of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis.
Prerequisites:  DPT 805.
Co-requisites:  DPT 813, DPT 829.  Fall

DPT 817  Movement Science II      3 credits
Lecture: 2 hours
Lab: 2 hours
The study of motor control, motor learning, typical motor development, clinical application of kinesiology and biomechanics of the joints, posture, functional movement patterns of the neck, trunk, and limbs and gait will be taught as a foundation for examination and intervention strategies in the presence of movement dysfunction associated with the musculoskeletal and neuromuscular systems.
Prerequisites:  DPT 801, DPT 803, DPT 805, DPT 807, DPT 811, DPT 819.
Co-requisites:  DPT 821, DPT 851.  Fall

DPT 819  Professional Issues I      1 credit
Lecture: 1 hour
The first of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.
Prerequisites:  Graduate DPT status
Co-requisites:  DPT 801, DPT 803, DPT 805, DPT 807, DPT 811.  Spring

DPT 821  PT Clinical Skills II      2 credits
Lab:  4 hours
The second of two courses introducing patient handling and physical therapy tests and measurements and intervention strategies. This may include goniometry, manual muscle testing, posture and gait assessment, massage, therapeutic exercise, gait training and objective tests for different neurological conditions. Encourages problem solving, communication, documentation and patient management skills.
Prerequisites:  DPT 801, DPT 803, DPT 805, DPT 807, DPT 811, DPT 819.
Co-requisites:  DPT 817, DPT 851.  Fall
DPT 823 Evidence Based Practice II 2 credits
Lecture: 2 hours
The second of a four-course sequence provides the knowledge and skills necessary to access and utilize best evidence in making clinical decisions. Content from Evidence Based Practice I is integrated into this course in the continued development and application of skills needed for critically evaluating literature and physical therapy practice.
Prerequisites: DPT 813
Co-requisites: DPT 839. Spring

DPT 825 Medical Conditions III 3 credits
Lecture: 5 hours/week for 6 weeks
Lab: 4 hours/week for 6 weeks
The third of three courses to study disease processes, medical management (including pharmacology), medical screening (including diagnostic imaging and lab testing), and elementary to advanced differential diagnosis.
Prerequisites: DPT 809, DPT 823, DPT 839, DPT 853, DPT 855, DPT 857.
Co-requisites: DPT 833, DPT 849, DPT 861. Fall

DPT 829 Professional Issues II 2 credits
Lecture: 2 hours
The second of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.
Prerequisites: DPT 819
Co-requisites: DPT 813, DPT 815. Fall

DPT 833 Evidence Based Practice III 2 credits
Lecture: 5 hours/week for 6 weeks
The third of a four-course sequence emphasizes the planning and conducting of an evidence based practice project that involves developing a focused question and conducting a literature search and review, including critical evaluation and evidence based practice grading. Building upon skills presented in Evidence Based Practice I and II, the course provides opportunities for enhancing the knowledge and skills needed for critical evaluation of the literature and other forms of information.
Prerequisites: DPT 809, DPT 823, DPT 839, DPT 853, DPT 855, DPT 857.
Co-requisites: DPT 825, DPT 849, DPT 861. Fall

DPT 837 Clinical Education I 10 credits
10 weeks
This is a ten-week, full-time clinical education experience, occurring during the fourth semester in the program (Summer II). This experience will provide the opportunity for integration of current professional competencies into direct patient care using problem solving strategies. Facilitation from Physical Therapy Clinical Faculty will assist in the utilization of these skills in critically analyzing a variety of patient and role problems. This experience will begin the process of professional socialization and cultivation of interpersonal communication skills; clinical
decision making; self-assessment; proactive learning; and development of personal values, attitudes, and motivations in relationship to ethical, legal, and moral practice. 40 hours per week for 10 weeks.

Prerequisites: Successful completion of all prior required academic coursework. Summer.

DPT 839  Professional Issues III  1 credit
Lecture: 1 hour
The third of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.

Prerequisites: DPT 813, DPT 815, DPT 829.

Co-requisites: DPT 823. Spring

DPT 843  Evidence Based Practice IV  4 credits
Lecture: 2 hours
Seminar: 4 hours
The fourth of a four-course sequence continues with the evidence based practice process of critical evaluation of information related to a focused question and obtaining the best evidence. The course provides opportunities for discussion and exercises in the integration of best evidence with clinical judgment and client values to determine the best care for a client. Content from Evidence Based Practice I, II, and III is integrated into this course in the continued critical evaluation of literature and physical therapy practice.

Prerequisites: DPT 825, DPT 833, DPT 849, DPT 861.

Co-requisites: DPT 859, DPT863 DPT865, DPT 880. Spring

DPT 847  Clinical Education II  10 credits
10 weeks
This is a ten-week, full-time clinical education experience occurring during the fifth semester of the program (Fall II). This experience will build upon Clinical Education I and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for full integration of professional knowledge and skills in total patient care. The students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education II. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected. 40 hours per week for 10 weeks.

Prerequisites: Successful completion of all prior required academic and clinical coursework. Fall
DPT 849  Professional Issues IV         2 credits
*Online: 10 weeks*
The fourth of six courses to study issues related to professional practice expectations:
accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural
competence, clinical reasoning, evidence-based practice and education.
*Prerequisites: DPT 809, DPT 823, DPT 839, DPT 853, DPT 855, DPT 857.*
*Co-requisites: DPT 825, DPT 833, DPT 861. Fall*

DPT 851  Musculoskeletal PT I          5 credits
*Lecture: 3 hours  
Lab: 4 hours*
This course will introduce the student to skills necessary for physical therapy examination of and
intervention for problems of the musculoskeletal system primarily involving the upper and lower
extremities. A number of examination and intervention principles utilized throughout the
musculoskeletal system will be examined, as well as joint-specific principles. These principles
will then be applied to the anatomy and biomechanics of the specific regions of the upper and
lower extremities. Pathologies will be explored in light of their regional effects on the anatomy
and biomechanics, as well as the effect of these changes in mechanics on the function of the body
as a whole.
*Prerequisites: DPT 801, DPT 803, DPT 805, DPT 807, DPT 811, DPT 819.*
*Co-requisites: DPT 817, DPT 821. Fall*

DPT 853  Cardiovascular & Pulmonary PT  4 credits
*Lecture: 3 hours  
Lab: 2 hours*
This course explores cardiopulmonary anatomy, physiology, and pathophysiology, and the effects
of aging on these systems. Cardiopulmonary dysfunction as a complication of other medical
conditions is stressed. Screening, examination, evaluation, differential diagnosis, intervention
and modification within the scope of physical therapy practice are emphasized. Integration of
medical laboratory studies, medical diagnoses, graded exercise testing with EKG analysis, and
pharmacological factors with PT examination and intervention planning are analyzed.
Intervention stresses environmental and lifestyle factors, health and wellness attitudes, and
physical therapy as integral to patient and public education. Classroom, laboratory, group, and
clinical sessions are used to facilitate integration of competencies and skills.
*Prerequisites: DPT 813, DPT 815, DPT 817, DPT 821, DPT 829, DPT 851.*
*Co-requisites: DPT 809, DPT 855, DPT 857. Spring*
DPT 855 Musculoskeletal PT II 4 credits
Lecture: 2 hours
Lab: 4 hours
This course is a continuation of Musculoskeletal PT I. The principles studied in this course are related to the examination of and intervention for dysfunction of the cervical, thoracic and lumbar spines and the TMJ. In addition principles specific to spinal pathology and mechanics will be introduced. Pathologies investigated in Musculoskeletal PT I that affect the extremities will be re-examined in regard to their effect on the spine.
Prerequisites: DPT 813, DPT 815, DPT 817, DPT 821, DPT 829, DPT 851.
Co-requisites: DPT 809, DPT 853, DPT 857. Spring

DPT 857 Neuromuscular PT I 5 credits
Lecture: 3 hours
Lab: 4 hours
This course will review neuroanatomy, neurophysiology, and neuropathology with expansion to neurological examination. Analysis of posture and movement during the normal process of development and aging as well as in clients with neurological impairments will be emphasized. Current movement theory, postural control, and motor learning research will be applied and integrated with knowledge gained in previous coursework for clinical decision making in the selection of appropriate tests and measures, and the evaluation of examination results. Laboratory sessions will emphasize the development of specific psychomotor examination skills necessary for the successful examination and evaluation of clients across the lifespan.
Prerequisites: DPT 813, DPT 815, DPT 817, DPT 821, DPT 829, DPT 851.
Co-requisites: DPT 809, DPT 853, DPT 855. Spring

859 Professional Issues V 3 credits
Lecture: 2 hours
Lab: 2 hours
The fifth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.
Prerequisites: DPT 825, DPT 833, DPT 849, DPT 861.
Co-requisites: DPT 843, DPT 863, DPT865, DPT 880. Spring

DPT 861 Integumentary PT 3 credits
Lecture: 2 hours
Lab: 2 hours
This course provides the student with an opportunity to synthesize materials learned to date within the physical therapy program in the context of integumentary physical therapy. Cooperative learning, independent research, and evidence-based practice on specific topics related to Integumentary physical therapy are integral components of the class. Topics include wound healing, special tests, nutrition and oxygen for healing, modalities for wound healing, dressings, and adjunctive therapies.
Prerequisites: DPT 809, DPT 823, DPT 839, DPT 853, DPT 855, DPT 857.
Co-requisites: DPT 825, DPT 833, DPT 849. Fall
DPT 863  Neuromuscular PT II       4 credits
Lecture: 2 hours
Lab: 4 hours
A continuation of Neuromuscular Physical Therapy I. This course will focus on the selection, performance and analysis of selected intervention strategies for patients with disorders involving the neuromuscular system. The theoretical basis and treatment techniques for selected neuromotor techniques such as PNF, NDT and sensory integration will also be included. Laboratory sessions will emphasize the development of specific psychomotor examination and intervention skills necessary for the successful examination, evaluation and intervention of clients across the lifespan.
Prerequisites:  DPT 825, DPT 833, DPT 849, DPT 861.
Co-requisites:  DPT 843, DPT 859, DPT865, DPT 880.  Spring

DPT 865  Patient/Client Management       4 credits
Lecture: 3 hours
Lab: 2 hours
Exploration of the physical therapy management of clients and patients with multiple diagnoses. Includes consultation, screening, examination, intervention and prevention, closely linked to evidence based practice.
Prerequisites:  DPT 825, DPT 833, DPT 849, DPT 861.
Co-requisites:  DPT 843, DPT 859, DPT 863, DPT 880.  Spring

DPT 867  Clinical Education III       10 credits
10 weeks
This is a ten-week, full-time clinical education experience occurring in the seventh semester of the program (Summer III). This experience builds upon Clinical Education II and incorporate the additional competencies attained in didactic and laboratory work. Students will continue to use problem-solving strategies in direct patient care, under the guidance of physical therapy clinical faculty. A variety of patient populations and problems will be provided to allow for integration of professional knowledge and skills in total patient care. Students will be encouraged to reflect upon their knowledge and skills to identify problem areas to be addressed in Clinical Education IV. Further development of interpersonal skills, clinical decision making, self-assessment, proactive learning, and professional socialization is expected. 40 hours per week for 10 weeks.
Prerequisites:  Successful completion of all prior required academic and clinical coursework. Summer

DPT 869  Professional Issues VI       2 credits
Lecture: 2 hours/week for 6 weeks
Lab: 2.5 hours/week for 6 weeks
The sixth of six courses to study issues related to professional practice expectations: accountability, altruism, compassion/caring, integrity, professional duty, communication, cultural competence, clinical reasoning, evidence-based practice and education.
Prerequisites:  DPT 843, DPT 859, DPT 863, DPT 865, DPT 880.
Co-requisite:  DPT 879.  Fall
DPT 877  Clinical Education IV  10 credits

10 weeks
This is a ten-week full-time clinical education experience occurring in the eighth semester of the program (Fall III). In this experience the student should seek patient populations or problems with which they have limited exposure and/or lack mastery of entry-level skills. Students also should actively seek, where possible, opportunities in teaching, critical inquiry/research, administration/management, and quality assurance. Patient evaluation and intervention skills should be fine-tuned. Additional emphases should be placed upon addressing clinical decision making, goal setting/functional outcome measures, modification of intervention plans, and the role of physical therapy in a dynamic health care system. 40 hours per week for 10 weeks.

Prerequisites: Successful completion of all prior required academic and clinical coursework. Fall.

DPT 879  Doctoral Seminar  2 credits

Seminar: 4.5 hours/week for 6 weeks
In this course, students will present a personal project of professional significance and will provide feedback to and receive feedback from their peers.

Prerequisites: DPT 843, DPT 859, DPT 863, DPT 865, DPT 880.
Co-requisite: DPT 869. Fall

DPT 880  PT Electives  3 credits

Lecture: Variable
Lab: Variable
This offering allows physical therapy students in their sixth semester the opportunity for study in up to three professional specialty areas. Topics vary from year to year, depending on student interest and the availability of faculty with professional expertise. Topics may include clinical specialties such as sports physical therapy, geriatrics, or pediatrics, or role specialties such as administration, teaching, or community health. Independent study or a graduate course outside the Physical Therapy Department may be arranged with permission of program faculty.

Prerequisites: DPT 825, DPT 833, DPT 849, DPT 861.
Co-requisites: DPT 843, DPT 859, DPT 863, DPT 865. Spring
**Academic Grievance**

The University provides a uniform method by which students can pursue grievable issues (Refer to the *Misericordia University Undergraduate and Graduate Catalog* for procedure). Grievable issues are either complaints about alleged violations of the institution’s academic policies or unfairness in the application of policies.

**Academic Integrity**

Students are responsible for understanding the following, noting that penalties for violations of academic integrity can include course failure, dismissal from the Physical Therapy Program, or dismissal from the university.

“All form of cheating or dishonesty, including plagiarism is a fundamental violation of the nature and purpose of Misericordia University. Such behavior will not be tolerated and will result in at least lowered grades, possibly failure in a class, program dismissal, and, in the most serious cases, dismissal from the university.” (*University Catalog*) Thus, students should be aware of their responsibilities. For a complete statement of the Academic Integrity Policy, please see the *University Catalog*.

It is the student’s responsibility to obtain a copy of the current Academic Integrity policy of the university if they do not already have one, and to read it. It is expected that students abide by all university and department policies regarding academic integrity, including those found in the University catalog and the *PT Student Handbook*.

In all Physical Therapy courses, students are always responsible for knowing and making known the sources of information they use.

**Physical Therapy majors are governed by the PT Department Academic Integrity Policy in addition to the University Academic Integrity Policy. The PT Department Academic Integrity Policy follows:**

Dishonesty, cheating, and plagiarism will not be tolerated and will result in a grade of **Zero (0)** for the assigned work or for the course. If a further instance occurs during the professional education program, it will be considered grounds for dismissal from the program since such behavior is inconsistent with being a professional person, responsible for providing service to others. The following is a list of some examples of the forms of dishonesty to which the above sanction applies:

1. Use of books, notes, or other materials during a quiz or examination (written, practical, or other), unless expressly permitted.

2. Copying others’ work or unauthorized cooperation prior to, during, or following an assignment, quiz, or examination (written, practical, or other). **Note: Sanctions will apply to all individuals involved in collusion.**
3. Use of purchased essays, reports or other written or electronically transmitted material for submission as assignments.

4. Submission of work originally completed by someone else.

5. Submission of the same work in more than one course without the prior written approval from the instructor(s) involved.

6. Borrowing from published or copyrighted works whether material is taken verbatim or with minor alterations without proper or sufficient acknowledgement/citation.

7. Falsifying or fabricating the need for extension on papers or make-up examinations.

**Academic Integrity Statement**

The following statement will be included on all submitted academic work during the graduate DPT program:

I have neither given nor received unauthorized aid in completing this work, nor have I presented someone else’s work as my own.

The goal of the student pledge is to promote honesty in all academic settings, including oral, practical, written, and online exams or assignments.

When a student signs the statement, “I have neither given nor received unauthorized aid related to this examination/assignment,” this means the student has not:

- Talked to or shared information with other students during the exam or assignment.
- Discussed the assignment or exam with classmates who have not yet completed their practical.
- Completed an exam or assignment and talked to others in the class about the activity until after all students have completed the activity.
- Waited outside the classroom or the lab to take a practical or exam, and asked other students what happened during their practical or exam.

Seeking information by asking others to tell you what happened, what kinds of questions the instructors asked, what the instructors were looking for, what you had to do in their practical, or how you or another student answered questions is dishonest – even though it is human nature.

Please do not ask others to share information, and please do not share information about your own exams or assignments.
Access to Laboratories and Equipment for Independent Study

1. No less than three people can be in the lab during non-class hours. In case of an accident, injury or illness, this assures that one person can remain with the injured party while a third person goes to seek appropriate assistance.

2. During the academic year, students are responsible for arranging access to the labs during non-class hours with security personnel. During the summer, arrangements must be made with a PT Department faculty or staff member. Access to the labs in the Health Sciences Building is limited to hours that the building is open to the public.

3. Access privileges to locked labs will be established each term and only for students enrolled in graduate DPT courses. Visitors, friends, relatives and other students permitted only with prior permission of a PT faculty member.

4. Physical Therapy evaluation and treatment of others or self requires appropriate referral and supervision by a licensed physical therapist.

Advancement within the DPT Program

To advance within the DPT program, students must:
- Earn no grade below B (80%) in academic courses.
- Earn no grade other than S in clinical education courses.
- Maintain a cumulative graduate GPA of at least 3.0.
- Satisfy all University graduate requirements.

A graduate DPT student who fails to meet the requirements for advancement will be placed on program academic probation and given up to one calendar year to remove program probation status. If program academic probation is not removed within one calendar year, the student will be dismissed from the program.

If a student earns a grade below B in an academic course, the student will not be permitted to enroll in another required clinical DPT course until that course is repeated and a grade of at least B is achieved. The student may be able to progress in some non-clinical DPT courses, identified by the Physical Therapy faculty.

A student whose academic performance falls below established standards in a second course will be dismissed from the program. The second course could be the same course when repeated or two different courses.

The student is responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students with regard to ethical and professional behavior. Each student’s progress toward attaining entry-level competence will be reviewed by PT faculty at regular intervals within the curriculum or as needed. In the event that an unacceptable ethical or professional behavioral problem cannot be resolved, the student may be dismissed from the Physical Therapy Program by formal action of the physical therapy faculty.
Dishonesty, cheating, and plagiarism will not be tolerated and will result in a grade of **Zero (0)** for the assigned work or for the course. If a further instance occurs during the professional education program, it will be considered grounds for dismissal from the program since such behavior is inconsistent with being a professional person, responsible for providing service to others.

If criteria for retention in the physical therapy program or the retention policies for graduate programs are not met, the student will be dismissed from the program and **will not be eligible for reentry**.

**Athletic Policy**

Athletic participation is not considered in scheduling classes in the graduate Doctor of Physical Therapy (DPT) program. A graduate DPT student requesting to miss class for an athletic competition **must** request an excused absence from the course instructor **as soon as** the student is made aware of the need for a class absence. The course faculty may permit the student to miss a class for an athletic competition, but excused absence is not guaranteed.

Students **will not** be excused from class when a written or practical examination is scheduled. The student is responsible for all missed content.

**Attendance**

1. Specific course policy is determined by individual course instructors.

2. Department policy:
   - Students are responsible for attending and being on time for all classes and notifying the appropriate faculty member in advance of any absence.
   - In the case of absence, the student is responsible for any material covered in class. Make up examination privileges are at the discretion of the faculty member and generally will be granted only when the student has given advance notice of absence for just cause.

**Cell Phone Policy**

Cell phone use is prohibited during class for verbal or text communication. Cell phones or tablets are to be used only for course-related activities during class. Students are not permitted to record class activities, including lecture, in any format (audio, video, still images) without express permission from the faculty member(s) for the course.
Clinical Clearance Requirements

Both the College of Health Sciences and Physical Therapy Department have established requirements for health screening, immunization and background checks for those students engaging in clinical education experiences. Some clinical sites have unique requirements that are outside of the department’s requirements. In these instances, the student must comply with such requests in order to begin a clinical education experience at that site. Students must fulfill all requirements prior to initiating a clinical experience.

Requirements include proof of:
1. Personal health insurance
2. A satisfactory physical examination
3. Tuberculin skin test (PPD via MANTOUX)
4. Positive Rubella Titer (or appropriate remediation)
5. Hepatitis B Education and Inoculation or Signed Waiver
6. MMR vaccine or immunity
7. Varicella history or immunity
8. Tetanus Toxoid booster within 10 years
9. Poliomyelitis vaccine
10. Current CPR certification
11. Satisfactory criminal background check
12. Satisfactory drug screen
13. Completion of HIPAA training
14. Completion of Clinical Performance Instrument training

The Physical Therapy Department does not maintain student health records. Such information is collected and maintained by CERTIPHI. CERTIPHI is an independent, confidential student screening services company contracted by Misericordia University to store, monitor, and maintain student health records. In the instance that a clinical site has unique requirements, CERTIPHI can provide the information to the student, who is responsible for completing the necessary documentation and paying the fees. Individual clinical site requirements can be obtained on-line and/or from clinical education faculty.

In addition to these services, CERTIPHI is the distributor of necessary forms for students to utilize in the clinical clearance process. These forms include, but are not limited to, the Health Clearance form and Student Statement of Responsibility form. They will also keep the Director of Clinical Education up-to-date with the status of all student immunizations, drug screens and criminal background checks. A student will not be permitted to begin any clinical education experience until the clinical clearance process has been completed and the necessary documentation is provided to and processed by CERTIPHI.

Students will receive notification of the clinical clearance timeline in the fall semester of the DPT 1 and DPT 2 years. Once clinical clearance is granted, it is in effect for one year from the initial PPD, unless there is a change in medical condition.

See also College of Health Sciences policy, available in the “Clinical Education” section of the Physical Therapy website http://www.misericordia.edu/pt.
**Change in Health Status**

Students who experience a change in health status at any point during the program must submit documentation of medical clearance to return to class, laboratory, or clinical education with or without accommodations.

**Competency-Based and Self-Directed Learning**

The graduate DPT curriculum has been designed to educate competent physical therapy practitioners who are critical thinkers and participants in lifelong learning. As such the program reflects the concepts of andrology (adult education) which include problem solving, critical thinking and analysis, integration of theory and practice, clinical decision making, mentoring and self-directed learning. This philosophy is the foundation on which professional courses and teaching-learning strategies were developed and will be implemented.

The objectives of each of the graduate courses indicate those competencies which students are expected to achieve. Students will be evaluated on how well and to what extent the competencies have been achieved and a minimal level of competence at 80% will be required for satisfactory completion of each course.

Self-directed learning methods are requisite to the education of physical therapists who are expected to become independent, problem solving, self-motivated health care providers. In keeping with the goal of self-directed learning, as a component of the teaching-learning process, learning occurs as a cooperative effort between the student and the instructor in the development of an individualized plan for mastery of knowledge and skills. The student has the opportunity and responsibility for management of self education and assessment.

The development of problem-solving and critical thinking and analysis skills will also be facilitated through self-directed learning experiences in which students will be expected to actively seek out, analyze and acquire information needed to solve problems and justify decisions.

**Complaints Outside of Due Process**

Complaints about the Physical Therapy education program may arise that fall outside the realm of due process, such as complaints from students about non-grievable issues, from clinical education sites, employers of graduates, and the public.

The procedures for handling these complaints follow.

1. The party making the complaint should first attempt to resolve the issue with the party or parties involved, within one week of occurrence.

2. If the issue is not resolved with step one, the party making the complaint must submit the complaint in writing to the Program Director.
3. The Program Director will investigate the complaint. Investigation can include contacting the involved parties and/or relevant University personnel.

4. The Program Director will provide a summary of the complaint to the Physical Therapy program faculty for consideration.

5. The Program Director will communicate the decision of the Physical Therapy faculty to the involved parties, Dean of the College of Health Sciences, and Vice President of Academic Affairs.

6. A copy of the complaint and decision will be kept in a file in the Physical Therapy Department.

**DPT Class Community Page**

To get to your DPT Class community page:
1. Login to e-MU
2. Click on the Communities icon in the Launch Pad:

   ![Launch Pad](image)

   - Email
   - Blackboard
   - Communities
   - MU Alert
   - Campus Calendar

3. The “My Communities” window opens.
4. Click on the “Communities I Have Joined” tab.
5. Click on your DPT Class to open the class community page.

What you’ll find on the DPT Class community page:
- Announcements
- Group News
- Group Tools, including E-Mail, Files, Links, Members, and others
What you can do with the DPT Class community page:
- Send e-mail to any DPT student in your class or PT faculty member.
- Find in the Files section:
  - DPT Class Student Handbook
  - Clinical Education Information
  - Semester Information
    - Class Schedule
    - Section List
    - Registration Information
    - Final Exam Schedule

E-Mail Policy

All Department E-mail communication between students and instructor must be through Misericordia addresses only. A student’s email account should be monitored several times per week throughout the year because important Department and course information will be communicated via Misericordia email.

Essential Functions for the Physical Therapy Student

These essential functions are the activities that a student physical therapist must be able to perform, with or without accommodations, in partial fulfillment of the requirements for successful completion of the professional curriculum. They are applicable in the classroom, laboratories, simulated clinical settings, and while on clinical education assignments. The University uses independent clinical education sites that may or may not be willing or able to offer the same reasonable accommodations that are made available by the University.

The physical therapy student must have the mental and physical capacity to:

Safety
- Maintain a safe environment for students, faculty, patients, and colleagues.
- Recognize and respond appropriately and in a timely manner to a medical emergency.

Communication
- Communicate effectively using appropriate verbal, nonverbal, and written communication skills with faculty, peers, patients and others, in a timely manner.
- Read and interpret written communication in a timely manner at a competency level that allows one to safely function in the academic or clinical setting.

Behavior
- Work with multiple patients/families and colleagues at the same time.
- Work with lab partners, patients, families, and others under stressful conditions, including but not limited to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
- Organize and prioritize multiple tasks, integrate information, and make decisions.
Cognitive
- Receive, remember, analyze, interpret, and synthesize information from multiple sources.
- Attend to multiple tasks throughout the day of scheduled classes and clinical education experiences.
- Organize and prioritize information to make safe, appropriate, and timely decisions regarding patients for the purpose of further examination, intervention, or referral.

Motor Ability
- Perform gross and fine motor movements with coordination sufficient to perform complete physical examinations.
- Perform gross and fine motor movements with coordination sufficient to perform physical therapy interventions.
- Have sufficient levels of postural control, neuromuscular control, and eye-hand coordination for satisfactory performance in patient care and classroom or laboratory settings.
- Possess sufficient mental and physical stamina to meet the demands associated with extended periods of sitting, standing, moving, lifting, and physical exertion required for satisfactory performance in patient care and classroom or laboratory settings.

Examination Policy

During scheduled or unscheduled examinations in the Physical Therapy Department:

1. Book bags, purses, brief cases, etc. are not permitted near the student’s seat.
2. Cell phones must be on vibrate; students may not send or receive text or photo messages during an examination, except from the University emergency alert system.
3. Students are not permitted to communicate in any way with any person other than a professor/proctor during the examination.
4. Students are not permitted to wear hats.
5. If book bags, etc. are brought into the examination room, students will place them in an area that is not near the student’s seat.
6. If students will need a calculator to answer exam questions, the use of calculators in cell phones or PDAs will not be permitted.
7. Students are not permitted to leave the examination room unless they have handed in their examination. Once they have left the examination room, they may not re-enter the room.
8. Students who do not comply with this policy will receive a zero for the exam.
Health Clearance and Essential Functions

1. The essential functions for the physical therapy student will be posted on the Department website for review by potential applicants.
2. Each accepted student will receive the essential functions and will be required to verify that he or she is able to perform the essential functions, and will specify whether he or she will require accommodations to do so.
3. Prior to beginning graduate Doctor of Physical Therapy courses, each student will be required to submit the Essential Function Certification, completed by a health care provider. The health care provider will certify that the student is able to perform the essential functions and will state whether the student will require accommodations to do so. Students who do not present a valid Essential Function Certification will not be permitted to enroll in Physical Therapy courses.
   - If the student will require accommodations, he or she must contact the Office for Students with Disabilities (OSD) to develop a Plan of Accommodations. Students who require accommodations and do not develop a Plan of Accommodations through the OSD will not be granted accommodations in DPT courses.
4. Students who experience a change in health status at any point during the program must submit documentation of medical clearance to return to class, laboratory, or clinical education with or without accommodations.

HIPAA Confidentiality

1. Prior to the commencement of student placement at the clinical education site, students will go to [http://discoveringhipaa.com/login](http://discoveringhipaa.com/login) to login to the website to view the Discovering HIPAA training series.
2. Students will print out the Document of Completion at the end of their training.
3. Copies of the Document of Completion will be uploaded to CERTIPHI (contracted by Misericordia University to store, monitor, and maintain student health records) and in the students’ individual clinical file housed at the clinical education site.
4. See the clinical education site’s documentation for specific policies regarding HIPAA education.

See also College of Health Sciences policy, available in the “Clinical Education” section of the Physical Therapy website [http://www.misericordia.edu/pt](http://www.misericordia.edu/pt).

Lab and Clinical Attire

1. Students will be expected to wear comfortable and appropriate clothing for PT laboratory sessions. Women should wear shorts and a sports bra or halter top and men should wear shorts.
2. Gloves and aprons will be required in Gross Anatomy laboratories in order to protect
clothing and skin. OSHA regulations will apply and be enforced.

3. Individual clinical facilities establish guidelines for appropriate attire in their setting. Students are expected to adhere to the guidelines of the clinic.
Pre-Academic Health Clearance Form

Student: ____________________________________________________________

TO BE COMPLETED BY HEALTH CARE PROVIDER:

PLEASE SEE ATTACHED ESSENTIAL FUNCTIONS DESCRIPTION.

Is the individual able to safely perform the essential functions of the profession without accommodations?

_____YES       _____NO

If accommodations are required, specific limitations or accommodations must be included in writing with the medical clearance, and should address the specific essential functions required by the major (Physical Therapy).

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Health Care Provider’s Name:________________________________________________

Address:________________________________________________________________

Phone #: (_____)_________________ Fax #: (_____)__________________________

Health Care Provider’s Signature:____________________________________ Date:____________
Membership in the Professional Organization

The American Physical Therapy Association (APTA) is the professional organization for physical therapists in the United States. For graduate DPT students, membership in the APTA is mandatory. Membership dues are included in the student fee. Membership in the APTA also includes membership in the local chapter, Pennsylvania Physical Therapy Association (PPTA) and district, PPTA – Northeast District.

Student and faculty membership in the association provides the student and faculty with opportunities for continuing education and networking at the district, chapter and national levels including national and chapter student conclaves. Members receive Physical Therapy, the Journal of the APTA, other publications, and access to member only information on the APTA web site.

Minimum Level of Competency (MLC) policies for DPT courses

- In the course syllabus for DPT courses, the course instructor will identify the course requirements for which a minimum level of competence is required.

- Failure to satisfactorily meet MLC requirements for a course will result in a failing grade for the course. A course may be repeated only once, and graduate program standards for program retention apply. Students will not be permitted to enroll in courses for which the failed course is a prerequisite until the course has been successfully repeated and a minimum level of competence achieved.

- If criteria for retention in the physical therapy program as well as the program retention policies for graduate programs are not met, the student will be dismissed from the program and will not be eligible for reentry.

Photographic Consent

Written consent must be obtained before photographing a subject for educational or research purposes. A copy of the consent must be kept on file in the Physical Therapy Department Office.

Preservation of Human Dignity

1. Respect for privacy, modesty, and confidentiality shall be observed in all professional activities and with all persons with whom the student associates.

2. Protection of the right to privacy, informed consent, human rights, and safety and well being of research participants and clients will be strictly observed.
Professional Behavior

Professional behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. Ten professional behaviors were identified through a study conducted at UW-Madison in 1991-1992:

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

The student is responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students. Each student’s progress toward attaining entry-level competence will be reviewed by PT faculty at regular intervals within the curriculum or as needed. In the event that an unacceptable behavioral problem cannot be resolved, the student may be dismissed from the Physical Therapy Program by formal action of the physical therapy faculty.

Physical Therapy Lab Cleanup Policy

Before leaving the room at the end of class, students will follow the following lab cleanup procedures:

1. Survey lab and appropriately discard any refuse that may be present.
2. Return all equipment to its original location, if moved during lab, including chairs, plinths, supplies, etc.
3. Wipe down any table or mat that was used during lab with a disinfectant wipe.
4. Remove pillow case from any pillow that was used during lab and place in hamper.
5. Replace pillow case with a clean one.

PT Student Handbook

All students are required to carefully read the PT Student Handbook, which is available on the class community page on e-MU. This contains essential information regarding program policies and procedures. It is updated yearly and should be reviewed each spring semester for any changes. All students are bound by the policies published in this guide.
Safety

The equipment used in the physical therapy laboratories may be delicate, sensitive and potentially hazardous. Routine safety awareness and precautions should be exercised while using the equipment.

1. Equipment and supplies are to be utilized for their designated purposes only.

2. Any malfunctioning or damaged equipment must be reported to the responsible faculty member immediately.

3. All equipment must be kept in clean working order and stored appropriately when not in use.

4. No equipment or supplies are to be removed from the laboratory without written permission from the appropriate faculty member.

5. Students will have access to equipment, supplies and the labs when classes are not in session.

Bloodborne Pathogen Guide for Physical Therapy

A. Personnel

Instructors, lab assistants, teaching assistants, and students in physical therapy may come into contact with blood or body fluids.

B. Tasks

The following is a list of tasks that might result in exposure to blood or body fluids.

1. Dissection in gross anatomy laboratory. All cadavers used in gross anatomy have been tested negative for hepatitis and HIV infection.

2. Handling of sharp instruments or needles in physical therapy procedures and research laboratories.

3. Demonstration of patient care procedures or test procedures with volunteer patients or classmates.

C. Procedures

Standard precautions are used in handling blood and other body fluids. It is not expected that physical therapy personnel will be conducting invasive procedures; however, it is possible that an exposure to blood or other body fluids could occur. Blood and body fluids should be handled as potentially infectious.
1. Gloves are to be worn for:
   a. Touching all blood and other body fluids, mucous membranes, or non-intact skin of clients.
   b. Handling items or surfaces soiled with blood or body fluids.
   c. Gloves are to be changed after contact with each patient.

2. Masks, gowns and protective eyewear are to be worn during procedures likely to generate droplets of blood or other body fluids.

3. Hands and other exposed skin surfaces must be washed immediately and thoroughly with soap and water if visibly soiled with blood or other body fluids.

4. Alcohol-based hand rub can be used to decontaminate hands except when they are visibly soiled with blood or other body fluids. Hands must be decontaminated after contact with blood or other body fluids if they are not visibly soiled. Hands must also be decontaminated after removing gloves.

5. If the skin is broken, and contact has occurred with blood or body fluids, immediately call or go to the Health & Wellness Center.

6. All blood or body fluid spills are to be cleaned up by the Facilities Department. Call them to notify them of the spill.

7. All linen and other material soiled with blood and/or other body fluids must be disposed of in a red biohazard bag. These bags are located in the Health & Wellness Center and in the Anatomy lab in the Science Building.

8. All sharps (scalpel blades, needles, etc.) are to be placed into red plastic impermeable sharps containers after use. Under no circumstances are they to be reused or disposed of in regular trash containers. Sharps containers are located in the Health & Wellness Center and in the Anatomy lab in the Science Center.

9. If clothing is contaminated with blood/body fluids, remove it and put it into a red biohazard bag, until you are able to soak it in a 1:10 bleach solution for 10 minutes. After soaking, the clothing may be laundered with regular detergent and wash cycle.

10. Personnel with exudative lesions or weeping dermatitis should refrain from direct client care and from handling patient-care equipment until the condition resolves.

11. Pregnant students should adhere to the Standard Precautions Policy since the fetus is at risk of infection through perinatal transmission.

This guide is posted in Passan Hall rooms 306 and 308, and in the Anatomy Lab in the Science Building.
Special Learning Needs

If a student has special learning needs, it is the student’s responsibility to contact the Office for Students With Disabilities in order to identify any needed accommodations. Appropriate documentation of such accommodations must be received in writing by the instructor at the beginning of a course. No accommodations will be provided unless the appropriate documentation is completed. If needed, the student should talk to the instructor about specific cognitive, emotional, and physical demands involved in the classroom activities and assignments.

Refer to the University Catalog for additional information.

Subject Participation in Educational Demonstration

Prior to participating as a subject in demonstration for educational purposes, the subject must provide informed consent. An explanation of the educational purpose behind the proposed examination or clinical demonstration must be provided to the subject when obtaining the patient's informed consent.

It is the responsibility of the physical therapy faculty member to ensure that the demonstration subject is informed of the status of physical therapy students, and that they are introduced as physical therapy students.

Textbooks

Students are strongly encouraged to access required texts, not only to meet course requirements, but also as the basis for preparation for the National Physical Therapy Examination (licensure).

PHYSICAL THERAPY FACULTY

Susan Barker, PT, PhD – Professor and Chair

- Education:
  - Bachelor of Science in Physical Therapy: University of Pennsylvania
  - Master of Science in Physical Therapy: Temple University
  - PhD in Biomedical Science: Drexel University

Laurie Brogan, PT, DPT – Assistant Professor

- Education:
  - Master of Science in Physical Therapy: College Misericordia
  - Doctor of Physical Therapy: Misericordia University
Heather Fritz, PT, DPT – Assistant Professor and Assistant Director of Clinical Education

- Education:
  - Master of Science in Physical Therapy: College Misericordia
  - Doctor of Physical Therapy: University of Scranton

Nicole Evanosky, PT, DPT – Assistant Professor and Director of Clinical Education

- Education:
  - Master of Science in Physical Therapy: College Misericordia
  - Doctor of Physical Therapy: Misericordia University

Richard Haydt, PT, DPT, OCS, MTC, FAAOMPT – Assistant Professor

- Education:
  - Bachelor of Science in Business Administration: Wilkes University
  - Master of Science in Physical Therapy: Beaver College (currently Arcadia University)
  - Doctor of Physical Therapy and Manual Therapy Certification: University of St. Augustine
- Certifications:
  - Manual Therapy
  - Orthopedic Clinical Specialist
  - Fellow status with the American Academy of Orthopedic Manual Physical Therapists

Diane E Madras, PT, PhD – Associate Professor

- Education:
  - Master of Science in Physical Therapy: Columbia University
  - PhD in Physiology: Louisiana State University Health Science Center

Kelley A. Moran, PT, DPT, EdD, ATC, CSCS - Associate Professor and Director of Transition DPT Program

- Education:
  - Bachelor of Science in Athletic Training and Physical Education Studies, minor in Biology: University of Delaware
  - Master of Physical Therapy: Beaver College (currently Arcadia University)
  - Doctor of Physical Therapy: Temple University
  - Doctor of Education: Wilkes University
- Certification:
  - Sports Clinical Specialist
  - Strength and Conditioning Specialist
Michael L. Moran, PT, ScD, DPT - Professor

- Education:
  - Bachelor of Science in Physical Therapy: State University of New York - Stony Brook
  - Master of Science in Human Resources Administration: University of Scranton
  - ScD in Training and Learning Technologies: Nova Southeastern University
  - Doctor of Physical Therapy: Misericordia University
- Certification:
  - Certificate in Gerontology: Misericordia University

Maureen Romanow Pascal, PT, DPT, NCS – Associate Professor

- Education:
  - Bachelor of Science: University of Pennsylvania
  - Master of Science in Physical Therapy: Boston University
  - Doctor of Physical Therapy: Temple University
- Certification:
  - Neurologic Clinical Specialist

Steven Pheasant, PT, PhD – Associate Professor

- Education:
  - Bachelor of Arts in Biology: Wittenberg University
  - Master of Science in Physical Therapy: Beaver College (currently Arcadia University)
  - PhD in Biomechanics: University of Toledo

Amy Tremback-Ball, MSPT, PhD – Associate Professor

- Education:
  - Bachelor of Science in Health Sciences: Misericordia University
  - Master of Science in Physical Therapy: Misericordia University
  - PhD in Health Education: Marywood University

Physical Therapy Offices

The physical therapy offices are housed on the first floor of Passan Hall. Faculty members have regularly scheduled office hours for appointments. Their schedules are posted outside the offices or are available on e-MU. The Department Secretary can also assist in making appointments for faculty members.
PT Department Contact Information

Administrative Assistant:
Katie Postupak Room 120 674-6226 kpostupa@misericordia.edu

Clinical Placement Specialist:
Marilyn DeHaven PAS 122 674-6465 mdehaven@misericordia.edu

Department Chair:
Susan Barker PAS 121 674-6422 sbarker@misericordia.edu

Director of Clinical Education:
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Faculty:
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Neuro Lab PAS 306 674-6731
Ortho Lab PAS 308 674-1468
PT Clinic PAS 117 674-6230
Gross Anatomy Lab SCI 116 674-6729

PHYSICAL THERAPY DEPARTMENT AWARDS

The Outstanding Physical Therapy Student Award is given to a graduating student who demonstrates exemplary potential for success in the profession. The award is based on the following criteria:

a. Academic achievement - GPA in top 10% of entry-level DPT graduating class.
b. Clinical performance - a grade of Satisfactory for Clinical Education I through IV, and 80% of the ratings on the Clinical Performance Instrument for Clinical Education IV at or beyond Entry Level performance.
c. Leadership skills.
d. Service to the University, community, and profession.

The Physical Therapy faculty selects the student who is to receive this award.
The **Physical Therapy Student Achievement Award** is given to a graduating student who has demonstrated outstanding abilities to successfully complete the physical therapy curriculum in the face of unique life experiences. The graduating physical therapy students select the student who they believe fits this description.

The **Catherine Perry Wilkinson Leadership Award** is given to a graduating student who demonstrates exemplary potential for leadership in the profession. The award is based on the following criteria:

a. Service to the University, community, and profession.


c. Leadership skills.

The faculty selects a student from a list of student selected by their classmates.

**Prerequisite Courses for DPT:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inorganic Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry with lab</td>
<td>4</td>
</tr>
<tr>
<td>Introductory Physics I with lab</td>
<td>4</td>
</tr>
<tr>
<td>Introductory Physics II with lab</td>
<td>4</td>
</tr>
<tr>
<td>Anatomy and Physiology I with lab</td>
<td>4</td>
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<tr>
<td>Anatomy and Physiology II with lab</td>
<td>4</td>
</tr>
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<td>Introduction to Psychology</td>
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<tr>
<td>Introduction to Sociology</td>
<td>3</td>
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<tr>
<td>Basic Statistics</td>
<td>3</td>
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<tr>
<td>Child and Adolescent Psychology</td>
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<td>Psychopathology</td>
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### DPT Graduate Curriculum

<table>
<thead>
<tr>
<th>Fall I (Semester 2)</th>
<th>18 (36)</th>
<th>Spring I (Semester 1)</th>
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<th>Summer I</th>
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<tr>
<td>813 Evidence Based Practice I</td>
<td>3</td>
<td>801 Applied Physiology</td>
<td>4</td>
<td>837 Clinical Education I</td>
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<tr>
<td>815 Medical Conditions II</td>
<td>3</td>
<td>803 Human Anatomy I</td>
<td>4</td>
<td>839 Professional Issues III</td>
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<tr>
<td>817 Movement Science II</td>
<td>3</td>
<td>805 Medical Conditions I</td>
<td>3</td>
<td>853 Cardiovascular &amp; Pulmonary PT</td>
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<tr>
<td>821 PT Clinical Skills II</td>
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<td>807 Movement Science I</td>
<td>4</td>
<td>855 Musculoskeletal PT II</td>
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<td>829 Professional Issues II</td>
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<td>811 PT Clinical Skills I</td>
<td>2</td>
<td>857 Neuromuscular PT I</td>
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<tr>
<td>851 Musculoskeletal PT I</td>
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<td>819 Professional Issues I</td>
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<table>
<thead>
<tr>
<th>Fall II (Semester 5)</th>
<th>20 (84)</th>
<th>Spring II (Semester 3)</th>
<th>18 (54)</th>
<th>Summer II (Semester 4)</th>
<th>10 (64)</th>
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</thead>
<tbody>
<tr>
<td>825 Medical Conditions III</td>
<td>3</td>
<td>809 Human Anatomy II</td>
<td>2</td>
<td>837 Clinical Education I</td>
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<tr>
<td>833 Evidence Based Practice III</td>
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<td>823 Evidence Based Practice II</td>
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<tr>
<td>880 PT Electives</td>
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<td>802 Prosthetics &amp; Orthotics in PT</td>
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<td>853 Cardiovascular &amp; Pulmonary PT</td>
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<td>6 weeks</td>
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<td>855 Musculoskeletal PT II</td>
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<tr>
<td></td>
<td>10 weeks</td>
<td>857 Neuromuscular PT I</td>
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<table>
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<tr>
<th>Fall III (Semester 8)</th>
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<th>Spring III (Semester 6)</th>
<th>18 (102)</th>
<th>Summer III (Semester 7)</th>
<th>10 (112)</th>
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<td>877 Clinical Education IV</td>
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<td>843 Evidence Based Practice IV</td>
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<td>867 Clinical Education III</td>
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<td></td>
<td>859 Professional Issues V</td>
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<td></td>
<td>10 weeks</td>
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<td>863 Neuromuscular PT II</td>
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<td></td>
<td>865 Patient/Client Management</td>
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<td></td>
<td></td>
<td>861 Integumentary PT</td>
<td>3</td>
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</tbody>
</table>

| | 10 weeks | 869 Professional Issues VI | 2 | | |
| | | 879 Doctoral Seminar | 2 | | |


| | 6 weeks | | | | |
CLINICAL EDUCATION

Clinical Education is an integral component of the professional education programs in Physical Therapy. It is incorporated into the curriculum with the same care as the didactic program. Clinical Education courses are subject to the curriculum and academic policies and procedures outlined previously. Further, both the program and the university take seriously their responsibilities in the areas of clinical faculty development and evaluation.

1. The faculty person(s) designated as Director of Clinical Education has primary responsibility for coordinating, monitoring, organizing, implementing and evaluating the clinical education program. That person(s), with the assistance of the staff clinical coordinator and other clinical education faculty is responsible for arranging, contracting with, communicating with, developing and evaluating the clinical education sites and serving as the liaison between academic and clinical faculty.

2. All Physical Therapy faculty are involved in clinical education and promote integration among the clinical and academic courses.

3. All policies and procedures related to the clinical education program, including all data collection and reporting forms are included in the Physical Therapy Student Handbook and Clinical Education Manual which is provided to all students when they enter the professional phase of the Physical Therapy program. These items can also be accessed through the class community page on e-MU.

Requirements for Advancement to Clinical Education Experiences

Students must successfully complete all academic courses preceding the clinical education experience to participate in the scheduled experience.

Prior to the first clinical education experience, each student must complete CPR certification, be enrolled in the professional liability insurance program and meet health requirements. These requirements are detailed later in this document.
Clinical Education Course Objectives

DPT 837 Clinical Education I
DPT 847 Clinical Education II
DPT 867 Clinical Education III
DPT 877 Clinical Education IV

To successfully complete any of the Clinical Education experiences the student must achieve a proficiency or minimal competency level as defined by the Clinical Performance Instrument and the Clinical Instructor(s) evaluation. This means the student must meet all objectives outlined by the end of each clinical experience. The final determination of grades for a clinical’s Pass/Fail is made by the Director of Clinical Education (DCE) with input from faculty members based on recommendations of the Clinical Instructors. Clinical Instructor(s) should provide detailed written examples of why objectives were not met for all objectives marked not met. It is expected that the student will show progression towards meeting entry-level competency with each Clinical Education experience.

COURSE OBJECTIVES:

Upon completion of this clinical education experience, the student will be able to:

1. Create a safe working environment that minimizes risk to patients, self and others. (PC 1)
2. Respond appropriately to emergent or urgent situations according to facility safety policies and procedures. (PC 1)
3. Exhibit professional behavior during all clinical education activities. (PC 2)
4. Practice within established legal, professional and ethical guidelines. (PC 3)
5. Communicate verbally and nonverbally with others in an appropriate and timely manner. (PC 4)
6. Provide optimal care in a compassionate manner within the context of client wishes and both personal and societal constraints. (PC 5)
7. Provide care for patients and families in a nonjudgmental way while respecting personal differences, values and beliefs. (PC 5)
8. Identify personal strengths and weaknesses through CI’s assessment and self-assessment. (PC 6)
9. Develop a plan for personal and professional growth based on CI’s assessment and self-assessment. (PC 6)
10. Communicate and collaborate as professional health care providers with other health professionals, health and social service agencies and the community in the areas of: health promotion; prevention of disease, illness and participation restriction; health maintenance; and intervention for movement dysfunction. (PC 6)
11. Recognize clusters of signs, symptoms, and predisposing factors which enable categorization of problems and establish a physical therapy diagnosis. (PC 7)
12. Screen for relevant moderating variables, signs and symptoms that may contribute to determination of the physical therapy diagnosis and aid in selection of the most appropriate intervention strategies. (PC 8)
13. Decide whether physical therapy treatment is appropriate for a client as being within the scope of practice of physical therapy and the expertise of the therapist. (PC 8)
14. Refer clients to another practitioner if physical therapy intervention is not appropriate and/or if there are related or unrelated problems for which other health care intervention may be indicated. (PC 8)

15. Select and accurately perform relevant physical therapy tests and measures during the examination of a patient. (PC 9)

16. Consider patient response to selected tests and measures to optimize efficiency and accuracy. (PC 9)

17. Evaluate information from the client/family interview, the medical record, and physical therapist's examination of the client, in making clinical decisions. (PC 10)

18. Synthesize information to establish a physical therapy diagnosis and prognosis to create a patient/client plan of care. (PC 11)

19. Develop the short and long term goals for physical therapy in consultation with given clients and their significant others to maximize functional outcomes. (PC 12)

20. Select and design appropriate physical therapy intervention given constraints of moderating variables and limitations of knowledge. (PC 12)

21. Implement and manage physical therapy intervention in cooperation with the clients, significant others, and other health professionals, and in consideration of the moderating variables and contemporary health care and professional issues and constraints. (PC 13)

22. Monitor and evaluate responses to intervention, including physiological status, and modify or terminate treatments as appropriate. (PC 13)

23. Apply concepts from teaching and learning theories in designing, implementing, and evaluating learning experiences used in the education of clients, significant others, students, colleagues, community, and self. (PC 14)

24. Provide thorough, accurate, and organized documentation in a timely manner to justify physical therapy services. (PC 15)

25. Function with a spirit of critical inquiry by: applying basic principles of the scientific method to read and interpret professional literature; systematically collecting, analyzing, and documenting clinical data; participating in activities to validate clinical theory and practice; and critically analyzing new concepts and findings. (PC 16)

26. Apply concepts and principles of management in the provision of cost-effective physical therapy services to individuals, organizations and communities in recognition of the influence of social, economic, legislative, ethical and demographic factors on the delivery of health care. (PC 17)

27. Determine appropriate direction and supervision of personnel working with patients/clients with consideration for the legal, professional and ethical guidelines of the profession. (PC 18)

Clinical Education Evaluation

COURSE REQUIREMENTS:
1. Completion of the Student Data Form to be reviewed and discussed with the Director of Clinical Education (DCE) and mailed to the clinical site no later than three weeks prior to the beginning of the clinical education experience.

2. Completion of the Clinical Education Journal. Each week the journal must be reviewed and signed by the CI. It is the student’s responsibility to return this form to the DCE within three days of the completion of the clinical education experience.

3. Completion of the student’s self-assessments (midterm and final) utilizing the Physical Therapist Clinical Performance Instrument Web.* These must be reviewed and signed by the
CI and CCCE. The student must complete the Comments sections under each PC as well as the Summative Comments section for both the midterm and final.

4. Completion of the Physical Therapist Clinical Performance Instrument Web (CPI) by the clinical instructor (CI) to be reviewed and signed by the CI.* The CI must complete the comments section for each of the performance criteria. Once the student and CI have completed the PT CPI at both midterm and final, they will need to sign off on the evaluation. To sign off on the document either click on the flashing paper and pencil icon to go to the signature page, or scroll to the bottom where it says “Evaluation Sign Off”. * These will now be completed and submitted in an on-line format accessed through the following website: http://cpi2.amsapps.com/user_session/new.

5. Completion of the Physical Therapist Student Evaluation: Clinical Experience and Clinical Instruction.* This must be reviewed and signed by the CI and CCCE. * This Evaluation will be completed and submitted in an on-line format accessed through the following website: https://sharepoint.misericordia.edu/ptstudents/default.aspx

6. Satisfactory completion of all online assignments by the end of week nine (9). The student must submit written assignments and complete all discussion posts by the end of week nine (9) of the clinical experience. If assignments are not satisfactory, the student may be given an Unsatisfactory for the Clinical Education experience.

Formal evaluation and discussion must occur at the midterm and end of the clinical education experiences. However, continuous evaluation and discussion are strongly encouraged. It is expected that the Center Coordinator of Clinical Education (CCCE) or Clinical Instructor (CI) will inform the student and contact the Director of Clinical Education if the student is having difficulties that may jeopardize the student’s ability to meet expected Minimal Level of Competency. This early communication may allow the necessary time to develop and implement appropriate plans to address these difficulties.

GRADING POLICY: Evaluation is based on the course requirements listed above. Submission of all of forms and assignments is required before a student is graded.

Failure to Successfully Complete the Clinical Education Experience

DPT 837 Clinical Education I

DPT 837 Clinical Education I is graded as being either satisfactory (S) or unsatisfactory (U) based on completion of required assignments and minimal acceptable performance on the CPI. The determination of grades is made by the Director of Clinical Education based on recommendations of the clinical instructor(s).

If the student receives a grade of U in DPT 837 Clinical Education I, the DCE with input from the Physical Therapy faculty, will decide whether or not a make-up opportunity will be granted.

If a make-up opportunity is not granted, the student will be dismissed from the professional program.

If a make-up opportunity is granted for DPT 837 Clinical Education I:
• It will occur during the time scheduled for DPT 847 Clinical Education II (The last 10 weeks of the Fall II semester), and the student will have to register for DPT 347 Clinical Education I.
• The student will be issued a grade of U for DPT 837 Clinical Education I.
• The length of the make-up opportunity for DPT 837 Clinical Education I will be determined by the DCE and clinical faculty and will not exceed 10 weeks.
• A learning contract will be used to specify the conditions of the make-up opportunity.
• If the student successfully meets the criteria as outlined in the learning contract for DPT 837 Clinical Education I during the make-up opportunity, DPT 847 Clinical Education II will then be rescheduled for the Summer III semester during which DPT 867 Clinical Education III was scheduled, provided the student meets the academic requirements for all other coursework. DPT 867 will be rescheduled for the Fall III semester during which DPT 877 Clinical Education IV was scheduled, provided the student meets the academic requirements for all coursework. DPT 877 will be rescheduled during the following Spring or Summer semester following successful completion of the Fall III semester. The timing of the rescheduled course will depend on availability of a suitable placement.
• If the student fails to meet the criteria as outlined in the learning contract in the make-up opportunity for DPT 837 Clinical Education I, the student will be issued a failing grade of U for that course and will be dismissed from the professional program.

DPT 847 Clinical Education II

DPT 847 Clinical Education II is graded as being either satisfactory (S) or unsatisfactory (U). The determination of grades is made by the Director of Clinical Education based on recommendations of the clinical instructor(s).

If the student receives a grade of U in DPT 847 Clinical Education II, the DCE with input from the Physical Therapy faculty, will decide whether or not a make-up opportunity will be granted. This will only be possible if the student successfully completed DPT 837 Clinical Education I without using a make-up opportunity.

If a make-up opportunity is not granted, the student will be dismissed from the professional program.

If a make-up opportunity is granted for DPT 847 Clinical Education II:
• It will occur during the time scheduled for DPT 867 Clinical Education III (The Summer III semester), and the student will have to register for DPT 847 Clinical Education II.
• The student will be issued a grade of U for DPT 847 Clinical Education II.
• The length of the make-up opportunity for DPT 847 Clinical Education II will be determined by the DCE and clinical faculty and will not exceed 10 weeks.
• A learning contract will be used to specify the conditions of the make-up opportunity.
• If the student successfully meets the criteria as outlined in the learning contract for DPT 847 Clinical Education II during the make-up opportunity, DPT 867 Clinical Education III will then be rescheduled for the Fall III semester during which DPT 877 Clinical Education IV was scheduled, provided the student meets the academic
requirements for all other course work. DPT 877 will be rescheduled during the following Spring or Summer semester following successful completion of the Fall III semester. The timing of the rescheduled course will depend on availability of a suitable placement.

- If the student fails to meet the criteria as outlined in the learning contract in the make-up opportunity for DPT 847 Clinical Education II, the student will be issued a failing grade of U for that course and will be dismissed from the professional program.

**DPT 867 Clinical Education III**

DPT 867 Clinical Education III is graded as being either satisfactory (S) or unsatisfactory (U). The determination of grades is made by the Director of Clinical Education based on recommendations of the clinical instructor(s).

If the student receives a grade of U in DPT 867 Clinical Education III, the student will be dismissed from the professional program.

**DPT 877 Clinical Education IV**

DPT 877 Clinical Education IV is graded as being either satisfactory (S) or unsatisfactory (U). The determination of grades is made by the Director of Clinical Education based on recommendations of the clinical instructor(s).

If the student receives a grade of U in DPT 877 Clinical Education IV, the student will be dismissed from the professional program.

The student will not be eligible for graduation until all requirements have been met and all academic course work and clinical education experiences have been completed satisfactorily.

Appropriate professional and ethical behavior and safety are expected of all students. Problems identified by the Director of Clinical Education and/or CCCE may result in appropriate counseling. Any problems in the above mentioned areas may result in failing any clinical education experience and/or dismissal from the program. See “Professional Behavior” in the Clinical Education Policies and Procedures in this handbook.

**Absence, Tardiness, Illness During Clinical Affiliations**

Attendance is required during the specified operational hours of the facility for all clinical education experiences. This may include weekends and evenings. The specific hours the student will be in the clinic will be specified by the Center Coordinator of Clinical Education (CCCE) and/or Clinical Instructor (CI). Only sickness and emergencies are considered excused absences. The student is responsible for notifying the CCCE and/or CI of any absence prior to the beginning of the clinic hours. The CCCE, CI and/or the Director of Clinical Education (DCE) may require a physician’s excuse if illness exceeds 3 days. Absences in excess of two working days, for any reason, must be made up by the student. Equivalent working time will be scheduled at the discretion of the CCCE and/or CI.
The student is expected to report to the clinical site regardless of weather if the physical therapy service is open. If no licensed physical therapist is available to provide supervision, the student is excused from the clinic. Under no circumstances should a student be involved in patient care without a licensed physical therapist on the premises. Time lost secondary to such does not have to be made up.

**Cell Phone Usage During Clinical Affiliations**

Students should refrain from using cell phones for calling or texting during scheduled clinical hours unless required by the clinical site. This includes not using the cell phone between patient sessions or when traveling between sites. If the student has a personal situation which requires the student to be accessible at any particular time, the student should inform the CI and the DCE of the need to carry the cell phone during that time. The phone should always be kept on vibrate or silent mode.

**Clinical Incident Report**

See also College of Health Sciences policy, available in the “Clinical Education” section of the Physical Therapy website http://www.misericordia.edu/pt.

1. See the clinical education site’s documentation for specific policies regarding reporting of clinical incidents.

2. Only in the event of any student injury is the signature of the student (in the appropriate space) required in section V. of the “Clinical Incident Report”.

3. In the event of any student injury where treatment is not covered by the individual clinical education site, the student will incur the expense.

4. Forms for reporting clinical incidents may be obtained from the department’s clinical education coordinator by contacting (570) 674-6465.

5. This form must be completed by the student’s clinical employee/supervisor and signed by both the student and the clinical employee/supervisor.

6. The original report will be forwarded to the department chairperson. Copies will be distributed as follows: the gold copy to the student, the pink copy to the controller’s office, and the yellow copy in the student’s department file. Additionally, if a student sustained an injury, the Director of the Health & Wellness Center will also receive a copy of the report.

**Communication with the Physical Therapy Department during Clinical Education**

During a clinical education experience, a clinical education or other faculty member will maintain communication by telephone to include, at the least, a phone call near the midpoint of the clinical experience. Telephone calls will be used to discuss the student’s performance and general issues of clinical education with the student, Clinical Instructor (CI), and Center
Coordinator of Clinical Education (CCCE) when necessary. Information related to perceived academic strengths and weaknesses, academic preparedness, teaching and learning strategies, and educational goals will be gathered during telephone conversations.

Visits will be made when there are problems that cannot be resolved by telephone or at the request of the CI or CCCE. If problems or concerns arise during the clinical education experiences that the student would like to discuss with a faculty member, the student is encouraged to call or e-mail.

**Costs Associated with Clinical Education**

Students are responsible for all expenses incurred or associated with clinical education experiences. These include the costs associated with:

- All health clearance tests and appointments
- Any background clearances required by Misericordia University and/or clinical sites
- Travel and transportation costs to and from the clinical education site
- Housing and meals on site
- Any other expenses such as local travel, parking and uniforms.

Some of the out of town sites provide housing information for students affiliating in that area. Occasionally, a clinical site will provide housing, meals, or a small stipend for such expenses. This information can be obtained on-line and/or from clinical education faculty.

**CPR Certification**

See also College of Health Sciences policy, available in the “Clinical Education” section of the Physical Therapy website http://www.misericordia.edu/pt.

1. Students are required to obtain certification in professional level/healthcare provider Adult (one and two person)/Infant/Child CPR at their own expense.

2. Certification must be kept current for the length of time the students are enrolled in any clinical education experience.

3. Prior to the first day of the clinical education experience, a copy of the official certification card must be submitted to the Director of Clinical Education.

4. It is the responsibility of the students to be aware of the expiration date. They must submit a copy of the current CPR card to the Director of Clinical Education.

5. Failure to comply with these requirements will result in removal from the clinical education site. If students are removed from the clinical education site and do not obtain clearance within the timeline designated by department, students will be subject to disciplinary action by their department.
Health Insurance

All students are required to possess current health insurance prior to the initiation of the clinical education experience. Evidence of health insurance (in the form of a photocopy) must be uploaded to CERTIPHI. CERTIPHI is an independent, confidential student screening services company contracted by Misericordia University to store, monitor, and maintain student health records. Students who do not produce evidence of such will not be permitted to participate in clinical education.

Holidays

Students will abide by the holiday schedule established by the clinical site and not the University’s academic calendar.

Injuries from Sharp Instruments and Blood Borne Pathogens Exposure

See also College of Health Sciences policy, available in the “Clinical Education” section of the Physical Therapy website http://www.misericordia.edu/pt.

1. Standard precautions and Transmission Based Precautions will be observed during any tasks that involve exposure to blood, body fluids, or tissues.
2. During clinical/fieldwork education experiences, clinical education site policies and procedures will apply regarding the care and use of needles and other exposure to blood borne pathogens. During academic education experiences, the Misericordia University policies and procedures will apply.
3. After use, disposable syringes, needles and other sharp instruments will be placed in the appropriate puncture resistant sharps container.
4. The student is responsible for reviewing the clinical education site’s documentation for specific policies regarding reporting of clinical incidents.
5. In the event a student is injured with a sharp instrument or otherwise exposed to blood borne pathogens during the clinical education experience, the MU Physical Therapy Department must be notified immediately. They, in turn, will notify the Student Health Service: (570) 674-6276.
6. As outlined in the Division of Health Sciences Policy #4 Clinical Incident Report, a Clinical Incident Report form must be completed and returned within 10 working days from the date of the incident. Forms for reporting clinical incidents may be obtained from the MU Physical Therapy Department.

Liability Insurance

Students are required to have Student Professional Liability Insurance in order to participate in clinical laboratory and clinical education experiences. Liability insurance for all College of Health Sciences students is arranged by Misericordia University through Eastern Insurance Group. The cost of the insurance will be added to the student bill annually as a special fee.
Name Tags

Students are required to wear name tags at all clinical education sites, unless the site’s Center Coordinator of Clinical Education or Clinical Instructor instructs the student otherwise.

Organizational Structure

The student is obligated to abide by the policies and procedures set forth by the clinical education site. If no policy exists at a clinical site, the policies and procedures set forth by the Physical Therapy Program of Misericordia University should be followed. Conflicts regarding policies and procedures will be resolved through the Director of Clinical Education.

Some facilities may have additional requirements for students planning to affiliate with them. Criminal Background Checks (Act 34) and/or Child Abuse Clearances (Act 151) may be required. Students must complete those requirements or assignments set forth by the clinic, as well as those of the academic program and University. All financial responsibility for completing such requirements is the responsibility of the student.

Patient Right to Refuse

Patients have the right to refuse to participate in physical therapy services provided by students without the risk of repercussions. Students should treat all individuals with respect, concern, consideration, and empathy, regardless of their needs and values.

Potential Health Risks

Students should be aware that there are inherent risks associated with participation in the academic and clinical education experiences as a physical therapy student. Whenever possible, students will be informed of potential risks prior to participating in specific activities.

During clinical education experiences, it is the student’s responsibility to review the clinical education site’s policies and procedures for dealing with potential health risks. Potential health risks can include but are not limited to:

- Exposure to infectious diseases
- Exposure to hazardous materials
- Risk of musculoskeletal injury

There are potential health risks associated with practice in a health care environment. Students should practice Standard Precautions and Transmission Based precautions as needed. In some facilities emergency care may not be readily available. In all cases, the cost of emergency and medical care is the responsibility of the student.
Priority of Clinical Education

The Clinical Education courses (DPT 837, DPT 847, DPT 867, and DPT 877) are an integral component of the physical therapy curriculum. Students are expected to prioritize the clinical education experiences and to complete full-time 40 hour per week clinical education experiences. Since clinical hours vary among sites and may include weekend and evening hours, students should not commit to other work schedules, vacation, or personal business during scheduled clinical experiences. Any student planning on continuing employment during the clinical experience must inform the DCE prior to the start of a clinical experience.

Professional Behavior during Clinical Education

Professional and ethical behaviors are expected of all students during clinical education. Please remember that you represent the University and the profession. A Center Coordinator of Clinical Education (CCCE) may dismiss a student, without warning, for behavior regarded as dangerous or disruptive. In such cases, the CCCE will immediately notify the Director of Clinical Education (DCE) by telephone at (570) 674-6757. Following dismissal for such behavior, approval of the DCE and CCCE will be required for the student to return to the clinical experience.

If a student leaves the clinical site, during normal working hours, without permission by the DCE or CCCE or CI, the student will not be allowed to return to the clinical site. If the DCE and/or clinical faculty determine that the student’s behavior constitutes professional negligence, or is viewed as patient abandonment, the student will be dismissed from the Physical Therapy program.

Selection of Sites for Clinical Education Experiences

Student preference for clinical education sites will be considered in the assignments for clinical education experiences. However, the Director of Clinical Education and physical therapy faculty will make the final decision for student placement. Priority will be based on the academic needs of the students and availability of the clinical site. Financial and personal needs will be considered for all student placements; however, assurances cannot be made that these needs will be met.

Students will randomly draw a number for each clinical education experience. These numbers will determine the order in which students will select sites. The assignment of clinical education sites will occur during four meetings at pre-announced times during the fall semester, with all students and a member of the clinical education team. The site selection for Clinical Education Experience I and II will occur during the first fall semester. The site selection for Clinical Education Experiences III and IV will occur during the second fall semester. If a student is not present at a meeting and has not been excused by the Director of Clinical Education, the student’s name will automatically go to the end of the list.

The list of clinical education sites with which the Physical Therapy Department has contracts is available from the clinical education team. A file of information on all current affiliating clinical education sites will be maintained by the Physical Therapy Department. Students should be
aware that having an established contract with a clinical education site does not guarantee a student placement being offered during the time of clinical placements.

Prior to the meetings for site selection a list of clinical education sites offering student placements for the upcoming year will be posted on e-MU’s PT Class Community Page in PDF format. The student is responsible for reviewing the clinical education site files on the posted list and making preliminary decisions for site preferences.

Clinical education sites are generally within a 300-mile radius. Students should expect to be placed at sites throughout this area. Regardless of the location of the clinical education site the student is responsible for traveling and living expenses.

Given the changeable nature of the clinical education faculty and sites, as well as the health care delivery system, the Physical Therapy Department cannot assure that the clinical site placements will be definite in all situations. It may be necessary for a student to select an alternate site as late as a few days prior to the start of the clinical education experience.

The Director of Clinical Education and physical therapy faculty reserve the right to make the final decision regarding clinical placement of all students.

**Site Development Policy**

Under no circumstances should a student or an outside party on behalf of the student, attempt to contact a facility in order to arrange a clinical placement. All requests should be submitted in writing to the Director of Clinical Education using the “Request for New Site Development Form” located on the community page in the Clinical Education files section.

The student must specify on the request form the level of the Clinical Education experience and the type of experience preferred. The deadline for submitting site development forms for Clinical Education I and II is the end of the 6th week of the first spring semester. The deadline for submitting site development forms for Clinical Education III and IV is the end of the 6th week of the second spring semester. Requests will not be accepted after the deadlines. Each request will be evaluated on an individual basis.

Each student may submit a maximum of (3) sites for potential site development. Each site development request submitted will count towards the maximum allowed regardless of whether it is part of the current database or not. Therefore, prior to submitting the request, the student should review the list of currently contracted sites in the Physical Therapy Department and on the posted lists of currently available sites. Facilities may change names, so students should check the files to see if addresses match. A site in the database that is not currently offering a clinical education placement is not considered a new site.

If a contract is developed as the result of a student request, the student must accept the placement and participate in the clinical education experience offered by the facility. Students should carefully consider all aspects of new site development including costs associated with housing, travel, meals, and transportation prior to submitting requests.
Special Consideration

Requests for special consideration because of extenuating circumstances that require a student to be at or near home or school must be submitted to the Director of Clinical Education using the “Special Consideration Request Form.” The form is located on the student’s group page on e-MU. Requests will not be accepted after the deadline listed on the form. The physical therapy faculty will review the request for special consideration at a regular faculty meeting, and the student will be notified in writing of the faculty’s decision.

Student Information Shared with Clinical Facilities

As part of the clinical education program it will be necessary to provide the clinical facilities with the following student information:
- Personal contact information including telephone, e-mail, and mailing address.
- Health insurance information
- Misericordia University College of Health Sciences Clinical Clearance Information
- Student Data Form
- Essential function accommodations when applicable
- Criminal Background check when requested by the facility
- Drug screening information when requested by the facility

In most instances, it is the student’s responsibility to provide the clinical site with the documentation of the above mentioned items.

Upon request of the clinical site, the Director of Clinical Education or academic faculty may confirm student academic and clinical performance that was previously observed. This may include the student’s strengths and weaknesses, perceived professional behaviors, and learning styles.

Student Use of Other Information Obtained from Clinical Sites

Students may wish to use information other than protected health information that is obtained from clinical education sites, including such things as facility protocols and administrative information. This information may not be shared without the informed consent of facility representatives. Informed consent should include how the information will be used and shared. Proper credit should be included when the information is disseminated.

Telephone or E-mail Contact

The student or Center Coordinator of Clinical Education (CCCE) or Clinical Instructor (CI) is requested to contact the clinical education team immediately when a major problem or difficulty arises that might require the involvement of the clinical education faculty. During working hours, the clinical education team can be reached as follows:

- Nicole Evanosky, PT, DPT
  Director of Clinical Education
  o (570) 674-6567
If necessary, students may contact the DCE by cell phone:

Nicole Evanosky, PT, DPT  
Director of Clinical Education  
(570) 574-1930

In the event that she cannot be reached, Susan Barker, PT, PhD, the Department Chair, may be contacted at (570) 674-6422 or e-mail: sbarker@misericordia.edu.

**Types of Clinical Education Experiences Required**

By the end of all four clinical education experiences, the student should have had the opportunity to work with patients of various ages:

- In both inpatient and outpatient settings.
- In a variety of classifications (cardiovascular, pulmonary, musculoskeletal, neuromuscular, integumentary).
- Through the various stages of care from acute through long term care.

The ideal placements for a student will typically include a mix of the following:

- An inpatient acute or sub-acute experience in a hospital or skilled nursing facility
- An outpatient orthopedic experience in a hospital, rehabilitation center, or free-standing facility
- A pediatric experience in a school, hospital, or clinic
- A primarily neuromuscular experience (>20% neurological diagnoses) in a hospital, nursing home, or rehabilitation center.

Students may not be allowed to participate in clinical placements where they have had previous experience as volunteers, students, or employees, or if the student has accepted an offer for employment prior to starting the clinical placement.

Students will not be allowed to complete more than one placement within the same healthcare location. Clinical education experiences within the same healthcare system will be considered on a case by case basis.

Students will not be allowed to complete more than two clinical placements in the same type of experience; e.g., A student would not be permitted to have three outpatient orthopedic placements.

The clinical education team and physical therapy faculty make the final decision for student placements. Priority will be based on the academic needs of the students and availability of
clinical sites.

**Use of Protected Health Information**

In the course of clinical education experiences, students will encounter information of a personal nature related to patients. Students must comply with the privacy and portability policies of the facility and University. Students may not share protected health information without the informed consent of the individual or the individual’s legal representative. Informed consent must include how the information will be used and shared.

Prior to participating in clinical education courses, all students are required to successfully complete HIPPA confidentiality training. A copy of the certificate of completion will be kept in the student’s clinical education file.
APPENDICES
Essential Functions for the Student Physical Therapist

These essential functions are the activities that a student physical therapist must be able to perform, with or without accommodations, in partial fulfillment of the requirements for successful completion of the professional curriculum. They are applicable in the classroom, laboratories, simulated clinical settings, and while on clinical education assignments. The University uses independent clinical education sites that may or may not be willing or able to offer the same reasonable accommodations that are made available by the University.

The student physical therapist must have the mental and physical capacity to:

Maintain Safety
- Maintain a safe environment for students, faculty, patients, and colleagues.
- Recognize and respond appropriately and in a timely manner to a medical emergency.

Communicate
- Communicate effectively and sensitively with persons of any cultural and social background using appropriate verbal, nonverbal, and written communication skills with faculty, peers, other members of the health care team, and patients/clients/caregivers.
- Read, write, and interpret written and nonverbal communication in a timely manner at a competency level that allows one to safely function in the academic or clinical setting.
- Answer calls, make calls, and communicate needs on a telephone.

Demonstrate Professional and Social Behavior
- Work with multiple patients/families and colleagues at the same time.
- Work with lab partners, patients, families, and others under stressful conditions, including but not limited to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
- Organize and prioritize multiple tasks, integrate information, and make decisions.
- Display moral, ethical, and professional behavior consistent with the APTA Core Values of Professionalism.

Cognitively Process
- Receive, remember, analyze, interpret, evaluate, and synthesize information from multiple sources.
- Attend to multiple tasks throughout the day of scheduled classes and clinical education experiences.
- Organize and prioritize information to make safe, appropriate, and timely decisions regarding patients for the purpose of further examination, intervention, or referral.
- Problem solve, recognize deviations from a norm, formulate evaluations, and derive clinical judgments from information collected.
- Observe and accurately interpret patient responses and adjust examination and/or intervention as indicated by the patient response.
Perform Motor Tasks

- Perform gross and fine motor movements with coordination sufficient to perform complete physical therapy examinations and interventions.

- Have sufficient levels of postural control, neuromuscular control, and eye-hand coordination for satisfactory performance in patient care and classroom or laboratory settings.

- Possess sufficient mental and physical stamina to meet the demands associated with extended periods of sitting, standing, moving, lifting, and physical exertion required for satisfactory performance in patient care, clinical education, and classroom or laboratory settings.
Pre-Academic Health Clearance Form

Student: ____________________________________________________________

TO BE COMPLETED BY HEALTH CARE PROVIDER:

**PLEASE SEE ATTACHED ESSENTIAL FUNCTIONS DESCRIPTION.**

Is the individual able to **safely** perform the essential functions of the profession without accommodations?

_______YES       _______NO

If accommodations are required, specific limitations or accommodations must be included in writing with the medical clearance, and should address the specific essential functions required by the major (Physical Therapy).

________________________________________
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________________________________________

Health Care Provider’s Name:__________________________________________
Address:_____________________________________________________________
Phone #: (_____)____________________ Fax #: (_____)_____________________
Health Care Provider’s Signature:________________________________________ Date:________________
Misericordia University
Physical Therapy Department

Background Check & Drug Screening Notice

I understand that an unsatisfactory Criminal Background Check, unsatisfactory Child Abuse History and/or an unsatisfactory drug screen may result in any of the following:

- inability to find or delay in finding a clinical placement
- dismissal from a clinical placement
- inability to obtain professional licensure
- legal ramifications
- inability to matriculate or continue in physical therapy program
- inability to meet requirements for graduation from the program

As a result, I may not be able to complete the requirements of the physical therapy program, may not be eligible for licensure required for practice, and may be dismissed from the program.

__________________________  ________________
Student Signature         Date