



College of Health Sciences

Department of Physical Therapy

Doctor of Physical Therapy Program

Department of Physical Therapy

College of Health Sciences

Student Handbook

**Approved by DPT Core faculty:

August 2024

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Welcome to Physical Therapy Students

Welcome to the Doctor of Physical Therapy Program at the University of Kentucky (UK)! We are proud to have you as a graduate, professional student and hope you feel a similar sense of pride, having been admitted into a professional graduate program at one of the preeminent universities in the country.

This handbook has been developed to provide information regarding the specific policies and procedures, as well as expectations of the UK Doctor of Physical Therapy Program. It is expected that you familiarize yourself with the contents of this handbook and adhere to the policies described herein, in addition to those policies that apply to all graduate (professional) and doctoral students at the University of Kentucky, College of Health Sciences. This manual does not supersede other documents provided by the College of Health Sciences and/or the University of Kentucky.

The UK Doctor of Physical Therapy (DPT) Program Faculty have the right and responsibility to revise and update this handbook according to changes in program and institutional policy, regulations, and procedures. All physical therapy students will be informed of changes accordingly.

Program Accreditation

The Doctor of Physical Therapy Program at the University of Kentucky is fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program continues its accreditation status through Fall 2024 when it will proceed through its next affirmation process. While students with concerns or complaints are encouraged to follow the processes within the program or university policies, they can also file a complaint with CAPTE on the following website <http://www.capteonline.org/Complaints/>.

Equal Opportunity Statement

The UK DPT program is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, gender identity, gender expression, pregnancy, marital status, genetic information, age, veteran status, or physical or mental disability.

For the University of Kentucky Equal Opportunity Statement please see <https://www.uky.edu/equal-opportunity-university/>. Questions concerning compliance may be directed to the Office of Institutional Equity and Equal Opportunity at <https://ieeo.uky.edu/>

Mission & Vision Statements

University of Kentucky Mission Statement

The University of Kentucky is a public, research-extensive, land grant university dedicated to improving people's lives through excellence in teaching, research, health care, cultural enrichment, and economic development.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research.
- Expands knowledge through research, scholarship and creative activity.
- Serves a global community by disseminating, sharing and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by contributing to the economic development and quality of life within Kentucky's borders and beyond. The University nurtures a diverse community characterized by fairness and equal opportunity.

College of Health Sciences Mission Statement

The mission of the University of Kentucky College of Health Sciences (CHS) is to help the people of the Commonwealth of Kentucky and beyond attain the highest level of health possible. We fulfill our mission by educating the next generation of health care practitioners through education, innovative research, healing and compassionate care.

Doctor of Physical Therapy Program Mission Statement

The mission of the Physical Therapy Program at the University of Kentucky is foremost to meet the physical therapy needs of Kentucky and contribute to global needs through education, research and service.

The Physical Therapy Program strives to develop competent physical therapists who are critical thinkers, educators, and professionals. Graduates of our program are prepared to value all people and be person-centered practitioners who are knowledgeable, ethical, independent and collaborative, adaptable, reflective, effective communicators, and service-oriented. We accomplish this through a wide variety of mechanisms:

1. Educational programs informed by scholarship and research which are designed to provide excellence in instruction as well as accessibility to a diverse student body. These programs include the professional DPT (Lexington and Center of Excellence in Rural Health campuses), post-professional program (PhD Program in Rehabilitation and Health Sciences), and continuing education courses.
2. Research, scholarship, and creative activities that contribute to the discovery, translation, and expansion of knowledge in the health sciences.
3. Service to the public (in urban and rural communities), to other professional disciplines, and to the profession of physical therapy.
4. Professional socialization through participation in professional activities and organizations.

UK DPT Vision Statement

The University of Kentucky Physical Therapy Program aspires for *excellence*, aiming to the highest standards of education, clinical practice, research, professional duty, and social responsibility.

The Doctor of Physical Therapy Program will be distinguished for the following:

- Its breadth, depth, and collaborative approach to physical therapist education
- Clinical excellence and advancement of clinical practice
- Scholarly achievements and advancement of evidence-informed practice
- Dedication to the health and well-being of all communities
- Commitment to advocacy for the advancement of health care
- Professional contributions towards the advancement of the practice of physical therapy

Program Values

- Inquiry & Ingenuity
 - UK DPT program believes research and scholarly inquiry are foundations required to deliver and advance the practice of physical therapy.
- Support
 - UK DPT program is committed to the success, professional advancement, personal endeavors, and well-being of students, faculty, and staff.
- Community Engagement
 - UK DPT program values deep relationships with mutual trust of our communities as we address societal needs.
- Community Service
 - UK DPT program is dedicated to the promotion of the health and wellbeing of all communities
- Professional Duty
 - UK DPT program is devoted to serving professional associations to advance the practice of physical therapy
- Belonging
 - UK DPT program embraces diversity of thought, background, experience, and ideas from all populations in the Commonwealth of Kentucky and beyond.

Program Beliefs

- We believe that physical therapists should uphold the scientific foundations of the practice of physical therapy and the ethical principles of the profession.
- We believe that valuing individual and cultural differences is necessary for optimizing patient care and society.
- We believe in the cultivation of active learning environments that foster critical thinking and reflection.
- We believe that physical therapists should be leaders in the promotion of the health and well-being of all communities.
- We believe that membership in professional associations enhances continuous development.

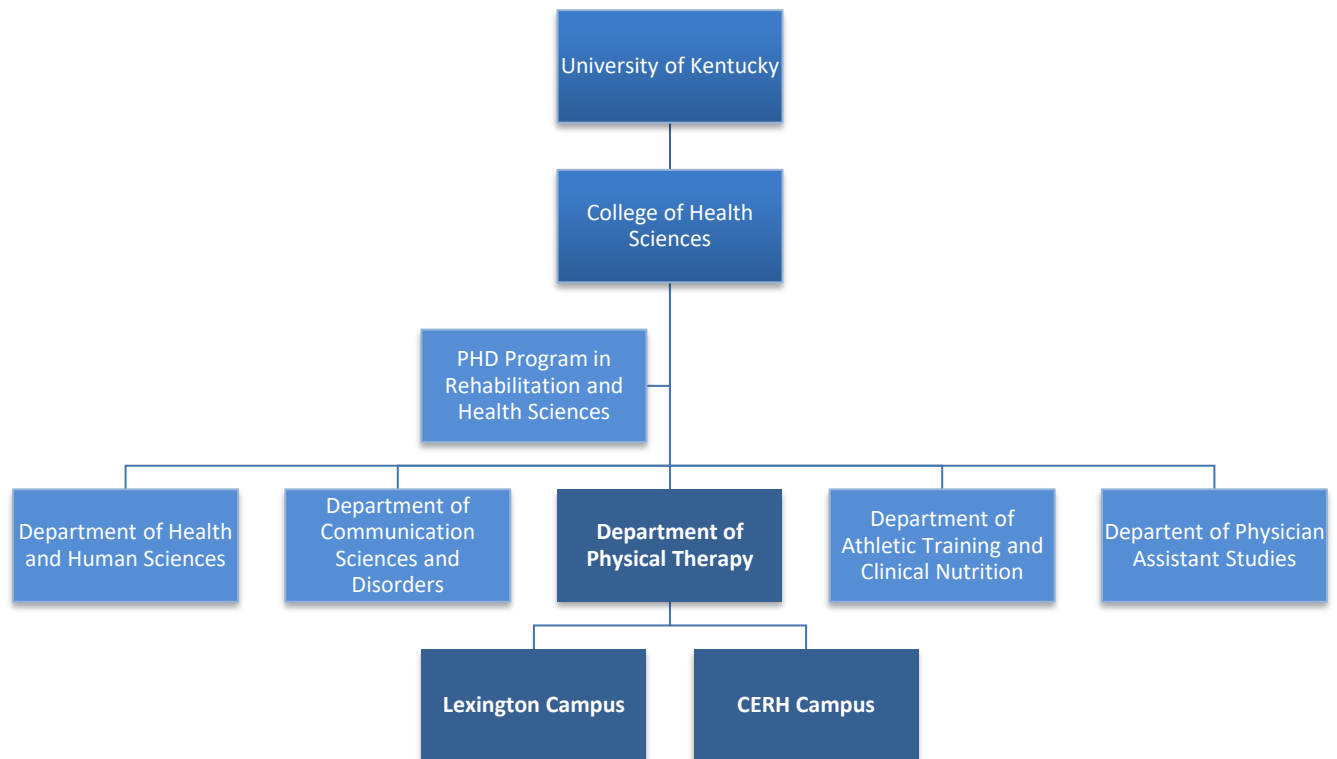
Program Goals

1. Develop competent physical therapists who excel in critical thinking
2. Produce impactful research and scholarship to advance clinical practice
3. Demonstrate commitment to service, within the community and profession
4. Lead as educators within our professional, academic, and clinical communities
5. Promote inclusivity and belonging for individuals of all backgrounds.

University & College Structure

Institutional Organization

The Doctor of Physical Therapy (DPT) Program at the University of Kentucky (UK) is within the Department of Physical Therapy, in the College of Health sciences at the University of Kentucky. The UK DPT program is located on two campuses with two cohorts of students. One cohort is on the Lexington, KY campus while the other is located in the Center of Excellence in Rural Health (CERH) in Hazard, KY. The DPT program is recognized as a “professional program” that does not reside within the UK Graduate School. Thus, the program possesses autonomy outside of the traditional UK Graduate policies and procedures in the regulation of both academic and student affairs.



Program Administration

The academic administrator of all functions of the Doctor of Physical Therapy Program is the Program Director. This full-time core faculty member is responsible for the compliance of the program with the educational standards as outlined by the program’s accrediting body, the Commission on Accreditation in Physical Therapy Education (CAPTE). Program Director qualifications, responsibilities, and duties are outlined and determined by **CAPTE** (i.e., **Standards 4G, 4H**).

The Program Director ensures compliance to all University policies and procedures. Expectations of Program Director roles and responsibilities as outlined by CAPTE are reflected within this document. The UK DPT Program Director and the Chair of the Department of Physical Therapy report to the Dean of the College of Health Sciences.

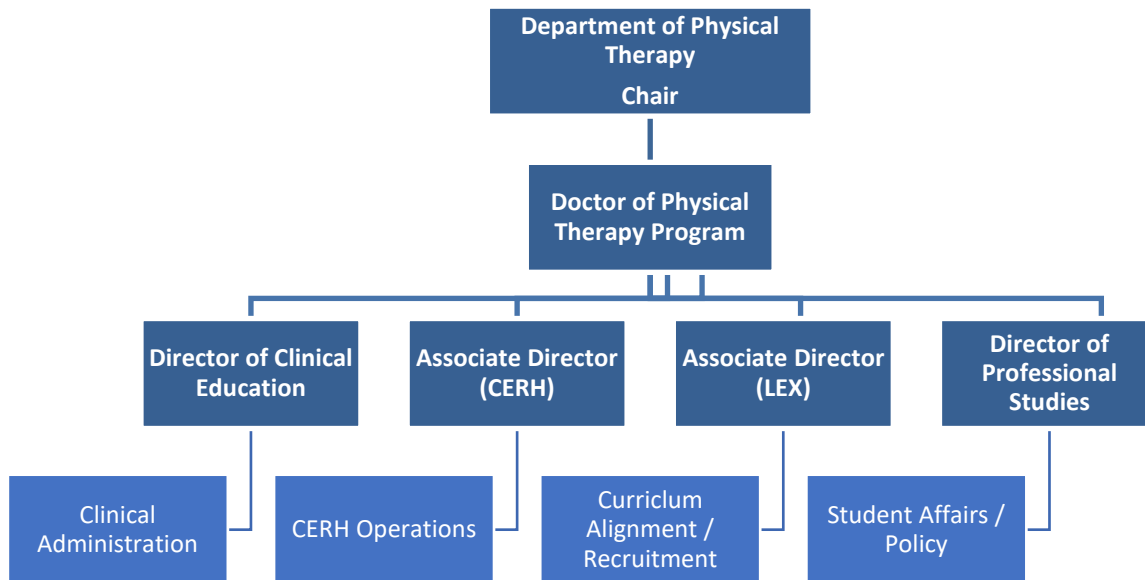
The Program Director is assisted in administrative functions of the program by two (2) Associate Program Directors; a Director of Professional Studies; and a Director of Clinical Education. This group comprises the **executive team for the program**.

The *Associate Program Directors* (APDs) serve in capacities to assist in administrative functions due to the complexity of the department and program. One APD serves as the administrative point of contact for the CERH campus, serving as the primary liaison to the program director for all matters of the DPT program at the Hazard campus. The other APD functions in the role of student recruitment activities as well as curriculum oversight to ensure curricular synergies between the geographically separate cohorts of DPT students, and facilities utilization.

The *Director of Professional Studies (DPS)* serves as the lead core faculty member for student affairs, including student retention and advancement, as well as professional behaviors. This individual manages review for technical, performance, and professional standards of students by the faculty on an annual basis.

The *Director of Clinical Education (DCE)* serves as the core faculty member leading all clinical education curricula, policy, and related matters to student clinical education. The DCE is recognized by CAPTE as a core faculty with administrative functions for the program and responsibility for the clinical education curriculum.

Program Administrative Organizational Chart



DPT Program Faculty & Administration

Administrative Faculty & Staff

Program Director

Patrick Pabian PT, DPT, PhD, SCS, OCS

Professor

Patrick.Pabian@uky.edu

859-562-0787

Wethington 214

Administrative Role: Administration of the DPT Program

Expertise: Professional Education, Orthopedics, Sports

Associate Program Director

Nathan Johnson PT, PhD

859-218-5429

Nathan.johnson@uky.edu

Associate Professor

Administrative Role: Curriculum synergies and recruitment

Expertise: Neuroscience

Associate Program Director

Mona Carper PT, DPT

859-218-3658

Associate Professor

Administrative Role: CERH Site Director

Expertise: Management

Director of Professional Studies

Deborah G. Kelly PT, DPT, MEd

859-218-0580

Associate Professor

Administrative Role: Graduate Policy and Student Affairs

Expertise: Patient care skills, integumentary, lymphedema

Director of Clinical Education (DCE)

Kara Lee PT, DPT, NCS

859-218-0591

Assistant Professor

Administrative Role: Administration of clinical education curriculum

Expertise: clinical education; neurologic physical therapy

Professional Support Personnel

Center for Excellence in Rural Health

Marjorie Hall PT, MSPT

M.Lee.Hall@uky.edu

Primary Roles: Academic support, advising, instructional support

Yasman Olinger

yasman.olinger@uky.edu

Primary Roles: Faculty support; student support

Angela Phipps

Angie.phipps@uky.edu

Primary Roles: Student support; recruitment

Lexington

Erin Jensen

eejens2@uky.edu

Primary Roles: faculty and student support; pro-bono clinic support

Jaime Stafford

Jaime.stafford@uky.edu

Primary Roles: chair/program director admin support

Larae Richardson

Larae.richardson@uky.edu

Primary Roles: clinical education support; admissions / recruitment

Core Faculty – Doctor of Physical Therapy Program

Ramona Carper PT, DPT

Email: Ramona.carper@uky.edu

Expertise: Professional issues, administration, clinical skills

Sheila Clemens PT, PhD

Email: Sheila.clemens@uky.edu

Expertise: Amputees, prosthetics, research, health disparities

Esther Dupont-Versteegden PhD

Email: eedupo2@uky.edu

Expertise: Muscle biology, research

Nathan Johnson PT, PhD

Email: Nathan.johnson@uky.edu

Expertise: Neuroscience, anatomy

Catherine Gohrband PT, DPT, PhD

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Expertise: Pediatrics, clinical skills

Charles Hazle PT, PhD

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Expertise: Manual therapy, spine, radiology

Meagan Hicks PT, DPT

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Expertise: rural health, musculoskeletal

Deborah Kelly PT, DPT

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Expertise: clinical skills, integumentary, oncology, lymphedema

Patrick Kitzman PT, PhD

Email: Patrick.kitzman@uky.edu

Expertise: Neuroscience, physiology, community research, disability

Kara Lee PT, DPT, NCS

Email: Kara.lee@uky.edu

Expertise: Neurologic rehabilitation, clinical education

Kirby Mayer PT, DPT, PhD

Email: Kirby.mayer@uky.edu

Expertise: cardiopulmonary physical therapy, critical illness

Kristen Metzler-Wilson PT, PhD

Email: Kristen.metzler@uky.edu

Expertise: pathophysiology, neuroscience

Ryan McGuire PT, DPT, SCS, OCS

Email: rmcguireukspt@uky.edu

Expertise: sports physical therapy, orthopedic physical therapy

Denise O'Dell PT, DScPT, NCS

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Expertise: neurologic physical therapy

Allison Owen PhD

Email: Allison.owen@uky.edu

Expertise: physiology

Heather Witt PT, DPT, NCS

Email: heather.witt@uky.edu

Expertise: neurologic physical therapy

Tim Uhl PT, PhD, ATC

Email: tluhl2@uky.edu

Expertise: Orthopedics, sports medicine, research, upper extremity

Associated Faculty - Department of Physical Therapy

Lauren Erickson PT, DPT, PhD, SCS

Assistant Professor (research)

Lauren.Erickson@uky.edu

Expertise: sports, research, running

Janice Kuperstein PT, PhD

Associate Dean of Faculty Advancement & Clinical Engagement
Professor

Janice.Kuperstein@uky.edu

Expertise: clinical engagement; diversity initiatives

Brian Noehren PT, PhD

Associate Dean of Research

Brian.Noehren@uky.edu

Expertise: Research, lower extremity injury

Lindsey Jubina PT, DPT

PhD Student: Research Assistant

Gabby Van Scoy PT, DPT

PHD Student: Teaching Assistant

Sports Physical Therapy Resident

TBD

College Administration Contacts

Dean of the College of Health Sciences

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Associate Dean of Research

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Associate Dean of Academic Affairs

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Assistant Dean of Student Affairs, Office of Student Affairs
Casey Shadix PhD
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DPT Program Committees

The DPT Program utilizes several committees to assist in its operations and shared governance for the professional program. All committees are directed by and under the supervision of the Program Director. Each committee serves in advisory capacity and provides recommendations to the DPT Program Director. Decisions of the Program Director are made in alignment and in consideration of both professional accreditation (CAPTE) and institutional policy.

Admissions Committee

The purpose of the Admissions Committee is to ensure compliance with university / graduate admissions regulations and equitable consideration of all applicants to the DPT program, while also promoting high professional and academic standards. The Admissions Committee works in consultation with the Program Director throughout the admissions process to create, review/revise, and follow admissions policies and procedures of the university and College of Health Sciences.

Curriculum Committee

The purpose of the Curriculum Committee is to ensure that the curriculum is consistent, logical and adheres to the guidelines put forth by both the university and professional accrediting body, CAPTE. The Curriculum Committee acts in an advisory capacity to the Program Director to guide reassessment of the curriculum, review and revise course syllabi and objectives, and make suggestions of possible standardization and revisions. The committee provides oversight for the creation and maintenance of the day to day and semester by semester schedule of courses. For purposes of comprehensive curricular assessment as well as curriculum revision, the collective core faculty are involved in the review and decision-making process (**CAPTE 4N**).

Student Progression Committee

1. The purpose of the Student Progression Committee (SPC) is to evaluate student progression throughout the curriculum. The committee's main task is to review student progress and report recommendations to the Program Director for students found to be at risk of not advancing successfully through the program. Activities of the SPC occur under the direction of the Program Director, (DPS) which may transpire when there are faculty concerns of low performance in coursework, or unsatisfactory performance clinical performance. Such concerns may be related to the program director during routine faculty meetings when student progression is discussed, or during annual student assessment.
2. The SPC may be composed of the Director of Professional Studies, the DPT student's faculty advisor, and one or two standing committee members appointed by the Program Director at the beginning of the academic year. The Director of Professional Studies shall serve as chair for all activities of the SPC.

3. At the discretion of the Program Director, the SPC Committee or the entire core faculty may be included in SPC activities, student interactions, and/or decisions based on severity of the issue. Faculty who may have a perceived conflict of interest may be recused by the Program Director.
4. As part of the evaluation process, and to assess if the student is meeting the academic, technical, and/or clinical standards for advancement in the DPT program, the committee and/or collective core faculty may take any or all of the following actions, as appropriate:
 - a. meet with the student
 - b. review relevant coursework or grades
 - c. review performance in clinical education experiences in consultation with the Director of Clinical Education
 - d. review achievement of technical standards
 - e. review relevant professional behaviors
5. Based on their findings, the SPC, depending on nature of interaction, will make their recommendations to the Program Director. These recommendations may include remedial coursework, continued clinical assignments, program probation, or dismissal from the program. Resolutions approved by the Program Director will be implemented by the SPC, and the student will be given timely notice (within 2 weeks) in writing of necessary course of action or decisions.
6. If the committee is recommending a student dismissal or pulling back a student out of cycle, the collective core faculty must review and approve the recommendation (**CAPTE 4N**).

Professional Standards Committee

1. The Professional Standards Committee ensures that professionalism of DPT students is maintained, and behaviors are in accordance with those outlined in the professional conduct section of the DPT Student Handbook. Incidences of misconduct or unprofessional behavior reported to the Program Director may result in investigation and intervention by this committee. Activities of the Professional Standards Committee occur under the direction of the Program Director, which may transpire when there are faculty concerns related to professional behaviors incongruent with program or professional level expectations.
2. The Professional Standards Committee will be composed of the Director of Professional Studies, the Associate Program Director from the campus location where the student is primarily assigned, and the student's academic advisor. If the APD is the student academic advisor the program director shall appoint an alternate member of the core faculty to serve on the committee. The Director of Professional Studies shall serve as chair for all activities of the SPC.
3. At the discretion of the Program Director, the Professional Standards Committee alone or the entire core faculty may be included in Professional Standards activities, student interactions, and/or decisions based on severity of the issue. Faculty who may have a perceived conflict of interest may be recused by the Program Director.
4. The Committee will meet with students, or any other party involved and make recommendations for resolution to the Program Director. Recommendations can be based on, but are not limited to, the severity of the offense and/or the number of occurrences.

Recommendations may include a required course of action by the student for remediation, including but not limited to: letter of concern, letter of reprimand, program probation, suspension, or program dismissal. Resolutions approved by the Program Director will be implemented by the committee and the student will be given timely notice (within 2 weeks of committee decision) in writing of necessary course of action or decisions.

5. If the committee is recommending a student dismissal or pulling back a student out of cycle, the collective core faculty must review and approve the recommendation (**CAPTE 4N**).

Program Administrative & Assessment Committee

The Program Administrative and Assessment Committee is charged with the maintenance and oversight of accreditation procedures and requirements, the leadership of the ongoing formal assessment that determines the extent to which the program meets its stated mission, as well as efficacy of other administrative aspects of the program, including policies and procedures. The assessment process occurs on an annual basis and involves the collection, analysis, and reporting of data, strengths, weaknesses, and recommendations.

Technical and Behavioral Standards: College of Health Sciences

The College of Health sciences has adopted universal technical standards for all students within the college. These include aptitudes, abilities, and skills in five major areas: observation, communication, sensory and motor function, conceptualization, integration & quantification, and behavioral and social skills. The full description of these standards can be found at the following links:

https://www.uky.edu/chs/sites/chs.uky.edu/files/college_of_health_sciences_behavior_and_technical_standards_12-14-20_-_senate_approved.pdf

CHS website location:

<https://www.uky.edu/chs/current-students/compliance-background-checks-and-drug-screens>

These standards also include the essential functions for the students in the physical therapy program, that are in addition to the CHS standards. Students are required to abide by these standards, and will sign off on an attestation annually of their understanding and intent to comply with the standards.

Curriculum

The program is designed to enable students to demonstrate in the classroom, and later in the clinic, that they have achieved levels of comprehension and competence expected of entry-level physical therapists. All students are required to complete the entire curriculum in the prescribed sequence unless approved by the Program Director &/or collective core faculty.

The curriculum is organized into units of instruction integrating the cognitive, psychomotor and affective domains of learning. Each course identifies behavioral objectives and the level of comprehension and competence expected of the students at that point in the program.

The curriculum is based on a modified systems approach with a spiral of course material from basic and foundational to material of increased complexity and depth. It incorporates a problem-solving

approach, stimulating analytical and critical thinking as well as effective analysis and utilization of resource materials. The curriculum has been designed by the faculty utilizing professional resources, evolving health care trends, and the mission and philosophy of the program, College and University.

UK DPT Curriculum Philosophy & Design

The curricular philosophy of the University of Kentucky's Physical Therapy Program reflects the mission of the Program through use of a spiral pattern. We utilize the following components to design and implement the course of study for the physical therapist student:

1. birth through the life course
2. basic through advanced
3. static through dynamic
4. typical and atypical
5. knowledge through application
6. acute, subacute and chronic pathology
7. knowledge acquisition through problem solving, application and dissemination
8. parallel practice through interprofessional and collaborative practice

Individual courses are linked through objectives that add to and refine the specific skills as the learner becomes prepared to integrate higher-level skills with previously learned concepts. This philosophy is implemented by utilizing the skills, strengths, and qualities of a diverse academic and clinical faculty.

UK DPT Program Curricular Goals

1. Develop competent practitioners

The primary goal of the program is to produce knowledgeable, adaptable, patient-centered physical therapy practitioners capable of meeting the health needs of the people of Kentucky and beyond. To achieve this goal, the practitioner will be able to assess and manage the patient in a variety of health care settings, with an added focus on the challenges and demands of the medically under-served and those who are culturally and linguistically diverse.

2. Develop practitioners as critical thinkers

Students utilize the information gained early in the curriculum (e.g. basic sciences and basic clinical skills) as a foundation for the development of analytical skills. Students are challenged throughout the professional curriculum by a wide variety of problem-solving activities to analyze realistic situations and develop strategies for examination, evaluation, diagnosis, prognosis, intervention, and outcomes analysis. As the students' theoretical base of knowledge expands, students will use problem-solving skills to gather data, identify problems, and choose among alternatives for successful outcomes. Clinical experiences interspersed (or integrated) throughout the professional curriculum serve to reinforce knowledge and skills acquired in the classroom and laboratory.

3. Develop practitioners as health care educators

The physical therapist is a primary provider of health care education to patients/clients and their family and caregivers, as well as to colleagues and the public. Our goal is to develop physical therapists committed to health promotion and disease and disability prevention for self, individuals, organizations and communities. We challenge students to develop effective and efficient strategies to provide high quality education through appropriate communication with individuals and communities.

4. **Develop professional practitioners**

Professional socialization occurs throughout the physical therapy educational experience. Students are provided the opportunity to emulate as well as assimilate the qualities inherent in professionalism. Students model most closely those practitioners with whom they interact while developing their professional skills. Academic and clinical faculty act as professional role models to reinforce the concept of life-long learning. This conceptual basis emphasizes the importance of:

- a. Being an educated consumer of the scientific and professional literature and applying this new knowledge in the provision of physical therapy services.
- b. Utilizing the scientific inquiry process to conduct and disseminate research and/or other scholarly activities.
- c. Participation in professional activities and associations, community service, and interprofessional activities.
- d. Ongoing professional development through post-professional and continuing educational opportunities.

Academic & Clinical Coursework

The DPT is a full-time professional doctoral program requiring completion of 136 credits beyond the bachelor's degree. The course work is taken in a prescribed sequence over nine semesters. The program requires a total of 39 weeks of full-time clinical education, as well as two additional part-time, integrated clinical education experiences. During all clinical education experiences, students work under the direct supervision of a licensed physical therapist. All clinical education procedures are administrated by the Director of Clinical Education, with standards communicated through the Clinical Education Handbook and clinical education course syllabi.

CURRICULUM INTENSITY – The curriculum of this program is designed to prepare the student for entry-level competencies as a generalist physical therapist. The intensity of the program is advanced and commensurate with a professional doctoral program in alignment with CAPTE standards.

Credit Hour Requirement:

Core Course Credits:	135
Elective Course Credits:	2
Total Degree Requirement:	<u>137 Credit hours</u>

Annual Credit Hour Breakdown:

Year 1:	41 credits
Year 2:	45 credits*
Year 3:	49 credits*

* Elective credits (2) typically taken in second or third year of program

Fall Term 1 – 16 Credit Hours

- PGY 412G – Physiology (4)
- PT 770 – Public Health & Wellness (2)
- PT 801 – Anatomical Foundations (1)
- PT 804 – Behavioral Health (2)
- PT 834 – Intro to PT & Bioethics (3)
- PT 854 – Pathology & Clinical Application (4)

Spring Term 1 - 14 Credit Hours

- ANA 811 – Human Gross Anatomy (5)
- PT 645 – Evidence Informed Practice I: Fundamental Principles (3)
- PT 805 – Functional Anatomy (4)
- PT 814 – Foundational Clinical Skills I (2)

Summer Term 1 – 11 Credit Hours

- PT 603 – Pharmacology I (1)
- PT 604 – Pharmacology II (1)
- PT 815 – Foundational Clinical Skills (3)
- PT 856 – Therapeutic Exercise (2)
- PT 867 – Evidence Informed Practice II: Design (1)
- PT 877 – Cardiopulmonary Management (3)

Fall Term 2 - 16 Credit Hours

- ANA 802 – Neuroanatomy (2)
- PT 652 – Musculoskeletal Assessment (3)
- PT 676 – Clinical Electrophysiology (3)
- PT 825 – Prosthetics (2)
- PT 826 – Orthotics (2)
- PT 831 – Clinical Neurophysiology (2)
- PT 835 – Integrated Clinical I (1)
- PT 887 – Professional Issues in Physical Therapy I (1)

Spring Term 2 - 15 Credit Hours

- PT 628 – Geriatric Management (2)
- PT 650 – Musculoskeletal Management I (3)
- PT 654 – Motor Control, Motor Learning, & Movement Science (4)
- PT 836 – Integrated Clinical II (3)
- PT 847 – Neurologic Management I (3)

Summer Term 2 – 14* Credit Hours

- PT 668 – Evidence Informed Practice III: Analysis (1)
- PT 686 – Elective (optional)*
- PT 821 – Management of Vascular & Integumentary Disorders (2)
- PT 837 – Full-Time Clinical I (9)
- PT 830 – Decision-Making in Screening, Diagnostics, & Imaging (2)

Fall Term 3 - 17 Credit Hours

- PT 651 – Musculoskeletal Management II (3)
- PT 655 – Neuromotor Development (3)
- PT 827 – Neurologic Management II (2)
- PT 838 – Full-time Clinical II (9)

Spring Term 3 – 19* Credit Hours

- PT 669 – Evidence Informed Practice IV: Outcomes (1)
- PT 686 – Elective (optional)*
- PT 850 – Advanced Manual Interventions (3)
- PT 860 – Diagnosis & Management of Complex Patient (3)
- PT 839 – Full-Time Clinical III (9)
- PT 888 – Professional Issues in Physical Therapy II (3)

Summer Term 3 - 13 Credit Hours

- PT 840 – Full-Time Clinical IV (12)
- PT 890 – Professional Seminar (1)

***Elective Course Requirement** – all student must take 2 total credit hours of elective coursework. Courses are typically taken in Summer Term 2 or Spring Term 3. Options include but are not limited to:

- Advanced Pediatrics
- Aquatics
- Exercise Physiology
- Mentorship
- Oncology
- Performance Rehab
- Sports Physical Therapy
- Telehealth

Integrated Patient Experiences

To meet the UK DPT goals of advancing clinical practice and cultivating excellence in patient care, contemporary physical therapy education necessitates clinical activities that are outside of formal clinical education experiences that are integrated within the learning environment inside and outside the traditional classroom setting.

These activities are called Integrated Patient Experiences. These educational experiences are authentic, brief encounters with patients and patient populations through activities that are typically embedded into several DPT courses. In alignment with this requirement, the UK DPT Program requires full participation from enrolled students. These activities may be directly aligned with DPT courses and assigned a grade, while others may be more programmatic in nature, outside of traditional coursework. All activities are designed to assist student development and understanding of various patient care issues. This will include exposure to various clinical settings and populations that will assist students in

becoming more effective and safe practitioners when they enter formal clinical education or upon graduation and eventual licensure.

These activities may necessitate travel outside of the UK main campus and time outside of scheduled courses. All attempts will be made to communicate required activities with appropriate lead time. Accommodations to student academic schedules may be considered. Integrated patient experiences may require additional onboarding activities, such as proof of vaccinations, background checks, etc. Students MUST comply with facility requirements. ***Failure to comply with these established activities or unacceptable behaviors in association with them will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.***

Interprofessional Education (IPE)

Professional standards with physical therapy accreditation require the education of students in collaborative team environments that include the involvement of students from differing professional disciplines. Thus, a co-curricular thread that is embedded into the UK DPT Program is Interprofessional Education (IPE).

The UK DPT Program participates in a collaborative IPE curriculum lead by the UK Center for Interprofessional and Community Health Education, which involves various partners including but not limited to: UK Colleges of Medicine, Nursing, Public Health, Dentistry, Pharmacy, and others.

The IPE activities involve coordination of numerous faculty and staff from all respective programs and on some occasions, several hundred students. **All DPT students are required to attend all IPE curricular activities.** All activities will be communicated to students with appropriate lead time.

Failure to comply with these established IPE activities or unacceptable behaviors in association with them will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

Research Curriculum

As required by professional standards with physical therapy accreditation, graduates of the program should have a thorough understanding of clinical research. Areas of competency include the ability to independently locate reputable information, interpret study findings, critically appraise a study, and implement research into clinical practice. Students enrolled in the UK DPT Program will take part in research throughout their curriculum. There are four classes for a total of 6 credits allocated to our research curriculum which is entitled: "Evidence to Inform Practice." Students will work individually or in small groups and will complete a research project under the mentorship of a faculty member who serves as their research advisor. These projects may culminate in a written manuscript and/or poster, and will also include oral research presentations at UK. Expectations and end-product requirements of the research project will be communicated by the core faculty member who manages the research series coursework. Students may also have the opportunity to present their research at state, regional, and national conferences. Many UK DPT students have gone on to have their work published in peer reviewed scientific journals.

All additional requirements in the research curriculum will be communicated to students in writing through correspondence from the research coordinator or faculty research advisor.

A key component to a successful research experience is frequent communication between students and their faculty research. The following principles apply to the DPT research requirement:

- It should be noted that much of the research project will be completed outside of the traditional classroom setting but some work will occur as part of classroom requirements. Students can expect to work on some aspects of their research independently.
- ***Failure to maintain satisfactory progress in the research curriculum due to inadequate communication with the faculty research advisor and/or research coordinator, missing required deadlines, or other matters of unprofessional conduct, will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.***
- Satisfactory completion of an approved research project under the direction of a faculty research advisor is a requirement for graduation.

Enrollment Policies

Enrollment in Coursework

Students receive instruction on course registration each semester and must complete in a timely manner. It is the responsibility of students to enroll in all courses after the first semester.

Transfer Credit

The DPT degree requires a minimum of 137 semester hours of coursework, and transfer of credit is uncommon. If requested, transfer credit determination is based on a course-by-course review, typically of the student's initial year of the curriculum. A maximum of nine credits may be considered for acceptance of transfer credit, which aligns with the UK Graduate School transfer of credit policy. As clinical/professional courses predominate after the initial year in a DPT program, transfer of course credits in the second or third year are rarely possible. Requests for transfer of credits are reviewed by the DPT program's Curriculum Committee. Course credits recommended for transfer (maximum nine) are communicated to the DPT department chair by the DPT Curriculum Committee chair for approval and communication to the CHS Office of Student Affairs for processing.

Students who have taken PGY 412G – Principles of Human Physiology at the University of Kentucky within one calendar year of admission and have earned a grade of B or higher do not have to enroll in this course while in the DPT program.

Withdrawing from Courses

The Doctor of Physical Therapy Program is a lock-step curriculum; therefore, students must complete the courses in the prescribed sequence, unless an accommodation has been made and approved by the collective core faculty. **No withdrawal from courses is allowed unless the student will be withdrawing from the program.**

Use of Repeat Option

A student who earns a failing grade in a course but is allowed to return to the program the following year, will be required to re-take the course(s). Once a new passing grade has been earned, the student should use the UK repeat option so that the failing grade does not remain on the student transcript. A repeat option form is available through the UK registrar website.

Leave of Absence

Should a student find it necessary to seek a leave of absence for non-academic reasons, the student must submit a written request to the Director of Professional Studies & Program Director documenting:

- A rationale statement that supports the leave as being beneficial to the student's personal growth and progress.
- Period of requested leave of absence.
- If applicable (medical leave), a notice from a medical provider that the student is under the care and guidance of the licensed medical provider, and that the leave is warranted.

Leave of absences are handled on an individual basis; however, the student should note that the sequential nature of the curriculum will often necessitate a leave of one (1) year's duration. A leave of absence is contingent on approval by the collective core faculty. There is no guarantee that a petition for a leave of absence will be approved. During the leave of absence, it is essential that the student remain in contact with the Director of Professional Studies and Program Director.

While on leave, communication to the program should be made within two (2) months of the return semester. Return to the program may not be guaranteed and is contingent upon collective core faculty approval. Previously assigned clinical education experience placement locations are NOT guaranteed.

Withdrawal from the Program

Any students considering withdrawing from the Doctor of Physical Therapy Program should contact (1) their assigned Physical Therapy Faculty Advisor (2) and the Director of Professional Studies. Withdrawal from the Program does not constitute withdrawal from the University.

Program Academic Performance Requirements

If a Program policy differs from the University policy, the University policy will prevail except where Programs have the prerogative to establish policy.

Academic Performance & Progression

Faculty possess the academic freedom to utilize a grading system that meets their instructional and educational expectations for students, as long as these expectations of performance are communicated via the course syllabus.

Most courses within the PT curriculum are graded with letter grades, while much fewer are Pass/Fail. For all courses within the PT curriculum a grade of C or better (or Pass) must be achieved for progression in the program.

Established criteria for progression include the following. Failure to meet **any** of these criteria will result in the student being placed on academic probation, with referral to the Student Progression Committee for potential further actions.

1. At the end of the Spring semester of the first year (semester #2/9), the *cumulative* Program GPA must be at least 2.85 out of 4.00,

2. By the end of the Spring semester of the second year (semester #5/9) and through program completion, a *cumulative* GPA of 3.0 out of 4.0 must be maintained,
3. Students must maintain compliance with college and program technical & behavioral standards, **and**
4. Students must maintain appropriate performance in Professional Abilities as evaluated by the core faculty.

Academic Progress Actions: Failing grades

Receiving a failing grade at any time places the student's status in the Doctor of Physical Therapy Program at risk.

- If a student earns a failing grade, the student's status will be reviewed by the collective core faculty. The faculty will review the student performance and progress throughout the program, and determine a course of action which may include the following:
 - Dismissal from the DPT program, or
 - Year-long removal from program and repeat of course in which he or she received the failing grade, or
 - Additional remediation actions may also be required, which can include other coursework or required experiential activities.
 - Creation of a retention plan via the Student Progress Committee
 - Creation of a conditional retention plan is at the discretion and professional judgement of the collective core faculty.
- There is no guarantee that faculty will approve a student to be offered the ability to return to the program with a year-long removal, or be offered a retention plan in place of dismissal.
 - If a student is offered the ability to return to the program, the student must agree to comply with all faculty requirements.
- If the student earns a second failing grade the student will be dismissed from the program.

Academic Progress Actions: Low GPA

The program requires that students meet appropriate program status GPA requirements as stated above. Dropping below a 2.85 program GPA after semester #2; or failure to achieve a cumulative program GPA of 3.0 by the end of semester #5 and thru degree completion is grounds for dismissal. Failure to meet any of these metrics will result in collective faculty review of student performance and progress, and determine the course of action which may include the following:

- Dismissal from the DPT program
- Year-long removal from program and repeat of courses in which the student received low grades (C or lower)
 - Additional remediation actions may also be required, which can include other coursework or required experiential activities.
- Creation of a retention plan via the Student Progress Committee
 - Creation of a conditional retention plan is at the discretion and professional judgement of the collective core faculty.

Incomplete Grades

A grade of "I" (incomplete) is assigned by the instructor when a student is unable to complete a course due to extenuating circumstances. Grades of "I" must be resolved within one calendar year or prior to

graduation, whichever comes first. Incomplete “I” grades left unresolved will be changed to “E” if not addressed in the allowed time period.

GPA Requirements: Student Loans

The federal government currently requires a GPA of 3.0 for grad and professional students before releasing student loan funds. Calculations typically occur in the spring semester for the upcoming fall semester. Notices are sent out in June and again in July by UK financial aid to warn students of need to send appeal if they are going to be below 3.0. With an **appeal**, students can usually receive funds, but will be on probation until they raise their GPA.

Retention & Advancement of DPT Students

The DPT curriculum is organized in a hierarchical manner to provide students with basic and clinical sciences information as a foundation to the development of “hands-on” patient care skills, with progression into research and evidence-based practice. It is assumed that the didactic information and clinical skills gained each semester will be retained and applied appropriately throughout the curriculum. Deficiencies of students that are apparent through academic coursework, clinical education experiences, formal/informal integrated patient experiences, IPE experiences, and/or research requirements will be acted on by the program. Failure to comply with these established activities or unacceptable behaviors in association with them will be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

Each student's preparation to enter clinical education is assessed by both the Director of Clinical Education and collective core faculty. In order for students to enter full-time clinical education experiences, they must have passed all lab-based exams in the curriculum with an 80% or higher and be without professional standards concerns by the faculty (CAPTE 4N). Students have expected benchmarks of clinical performance that will be specific to each level of clinical affiliation as deemed appropriate by the Director of Clinical Education. These benchmarks are clearly outlined in each clinical education course syllabus. Students must pass their final clinical affiliation with an attainment of entry-level standards as indicated in their clinical course materials.

Annual Review

Each student is required to complete an annual review at the end of each year in the curriculum. The annual review is an evaluation of the student's didactic performance, clinical performance, research progress, and professional development. Annual reviews are completed by the student and then reviewed by their assigned DPT faculty advisor. The review will become part of the student's record. These activities will coincide with faculty review of professional behaviors of students. Low scores, or the student's failure to address areas of concern identified through the annual review, will be addressed by the Director of Professional Studies, and possibly referred to the appropriate programmatic committee or entire core faculty for action.

Safety & Lab Course Examinations

The core faculty are charged with ensuring the safe clinical practice of its students. As such, safety is a standard of practice in all clinical and laboratory coursework.

All laboratory courses in the curriculum incorporate safety as a standard of performance during course examinations. The course faculty will assess the safety of the student in the clinical performance of the lab activities. In the case of a safety violation or performance that is sub-standard, the student will fail the examination, and will be provided insight on the rationale for the assessment by the course faculty. In the case of a repeat violation, or failure to respond appropriately to faculty counseling, the student may be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

For clinical laboratory examinations, students are required to achieve an 80% proficiency in laboratory skills, without safety concerns. Failure to meet this standard will be managed through procedures specified in the course syllabus. Inability to appropriately remediate skill competencies to these standards may be addressed by the Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.

For clinical education courses, safety is a core criterion assessed by the clinical instructor. Each clinical course has an expected level of performance in this area as indicated in the course syllabus. Falling below the prescribed level of performance is subject to review by the DCE. Failure to maintain acceptable standards could result in failure of an assigned course, including clinical education courses. In cases of low or unsatisfactory performance, concerns will be communicated to the student and may be addressed by the Director of Professional Studies, and possibly referred to the appropriate programmatic committee or entire core faculty for action.

Comprehensive Examination

The following procedures guide the comprehensive examination for DPT Students.

1. Each student is required to pass a comprehensive examination.
2. The program utilizes the Practice Exam & Assessment Tool (PEAT) from the Federation of State Boards in Physical Therapy as the comprehensive exam.
 - a. A scale score of 600 is deemed a passing score on the PEAT.
 - b. Students will have the opportunity to repeat the PEAT if they fail to earn a passing score on the initial attempt.
3. If a student does not pass the comprehensive exam (PEAT) after their second attempt, a case-based examination will be given with a focus in areas of deficit as identified in the PEAT exams.
 - a. To pass the case-based exam, students must orally defend their decision-making for the patient cases.
 - b. The examining committee will consist of DPT core faculty with expertise in the domains of the selected cases.
4. Students must pass the examination on the third attempt to graduate.
5. Students who do not pass the third attempt (case study oral exam) will be assessed by the collective core faculty in accordance with Retention and Advancement proceedings to determine appropriate actions. Students could be required to undergo remediation or be dismissed.
6. Exam outcomes review will take place annually at regularly scheduled DPT faculty meetings.

Probation and Dismissal Policies

Probation

Students can be placed on Probationary Status in the Doctor of Physical Therapy Program as a result of an identified and communicated deficiency (academic, professional, or ethical) within the program. Probationary status must be removed to graduate from the program.

A student may be placed on Academic Probation by the Physical Therapy Program, and be notified if any of the following occur:

- Low GPA.
 - Student does not meet aforementioned GPA requirements. These are as noted above in the section entitled “Program Academic Performance & Progression.”
- Professional conduct issue.
 - A student may be placed on probation or dismissed from the program for professional conduct issues including but not limited to didactic coursework, clinical coursework, research requirements, IPE experiences, or outside unethical or illegal behavior. Any reports of issue will be addressed by the Director of Professional Studies and Program Director, and possibly referred to the appropriate programmatic committee or entire core faculty for action.

Dismissal

The following may be grounds for dismissal from the Doctor of Physical Therapy Program, without the ability to continue:

- Receiving a failing grade in any course within the DPT program.
- Failure to meet GPA expectations as outlined in the section entitled “Program Academic Performance & Progression.”
- Failure to receive a passing score on the comprehensive examination on the third attempt.
- Behavior that is inconsistent with a professional physical therapist or failure to correct unprofessional or unethical behavior.
- Behaviors that result in such recommendations from the Professional Standards Committee, Student Progression Committee, or collective core faculty acting in their capacity, which are approved by the Program Director.

Dismissal from the Doctor of Physical Therapy Program may not constitute automatic dismissal from the University of Kentucky.

Student Rights and Responsibilities

Student Rights and Responsibilities

- UK students are expected to be aware of and understand program, college and university policies relative to graduate education. It is each student’s responsibility to stay informed of all rules, regulations and procedures required to continue graduate study at UK. Typically, requirements and policies cannot be waived, or exceptions granted based solely on the student’s ignorance of a policy or failure of an advisor to notify students of policies.
- UK DPT students are encouraged to review all information and resources on the UK Dean of Students website, which includes but is not limited to statements and policies on UK Student

Rights and Responsibilities, Student Records, and Complaints.

<https://www.uky.edu/deanofstudents/>

- Students should familiarize themselves with policies specifically related to academic behavior standards, student conduct requirements and other rights and responsibilities associated with education at UK. Resources also include but are not limited to grade appeals process, the process for appeals related to academic misconduct and academic appeals involving matters of instruction, research or academic freedom. <https://www.uky.edu/deanofstudents/student-complaints>
- All matters of student performance, academic standing, and progression are protected by Family Educational Rights and Privacy Act of 1974 (FERPA).
 - As a professional health care program, core faculty members in the DPT program have a responsibility to ensure ultimate ability to practice physical therapy in the public domain, and thus must be involved in evaluating student progression and performance throughout the program.
 - If there are academic, professional, or personal matters affecting the ability of a student to meet performance standards in the program, these *may* be discussed as a collective core faculty. In scenarios where student progression is discussed, for whatever reason, faculty will safeguard the privacy and dignity of students. Discussions will not include members of the public, un-required university officials, or staff non-essential to the faculty determination of the student standing.

Due Process

The Doctor of Physical Therapy Program guarantees due process to students, assuring to the extent possible, safety and confidentiality in the process and its outcome. The faculty is charged with exercising their best judgment in their attempt to obtain an optimal result for the student involved in this process. Faculty members and students owe each other mutual respect and civility. Student problems should be resolved, whenever possible, before the filing of a formal written grievance, and open communication is encouraged so that resorting to formal grievance procedures will not be necessary. Informal resolution of grievances may be continued throughout the process.

Complaint Process

The program and university encourage the informal resolution of grievances directly between the parties involved. If the student is not satisfied with the resolution of the complaint, the student may bring the issue to the next ensuing level as indicated below.

Course-related Complaints

- The student should present the complaint to the lowest possible level.
- If the complaint is related to a specific course issue, the complaint must be initially addressed to the faculty member(s) offering the course.
- If not satisfied, the student should discuss with their faculty advisor, unless that faculty member is the course instructor.

- Next, if the student feels the situation has not been successfully resolved at this level, the student can request further consideration of the complaint at the level of the Director of Professional Studies.
- Last, if the resolution is still not found, the student may bring the issue to the Program Director / Department Chair.
- If the student is not satisfied with the resolution from the Program Director/Department Chair, the complaint should progress to higher levels as indicated in the Formal Process in the ensuing section.



Non-course-related Complaints

When a student has a complaint about issues not related to specified coursework (i.e. other academic concern, personal concern, professional / student conduct concern), the student may seek counsel of the faculty advisor, Director of Professional Studies, or Program Director/Associate Program Director, depending on the nature and severity of the issue. If the complaint is unresolved, it should be brought to the level of the Program Director/Department Chair; then College of Health Sciences Dean’s Office; and to the Academic Ombuds Services (or the Office of the UK Dean of Students, depending on the nature of the concern/complaint).



Formal processes

This process is recommended if the informal process does not solve the situation. The formal process should go through the UK Academic Ombud Services <https://ombud.uky.edu/>

Additional resources may be available for non-academic concerns and complaints via the Dean of Students website for “Student Complaints.” <https://www.uky.edu/deanofstudents/student-complaints>

Complaints that fall outside of due process

When there is a complaint by a party that falls outside of due process, the complaint will be brought to the Program Director, who will then consult with the collective core faculty as soon as possible after

receiving the complaint. Complaints of this nature involve constituents of the DPT program that do not include current students, faculty, or staff.

Although the Program will aim to address and resolve issues that arise in this manner, based on the nature and scope of the complaint, the party may or may not receive a response by the Program Director. All complaints will be held in a secure electronic file by the Program Director.

Student Affairs

Professional Conduct

The professional development of a healthcare practitioner is of utmost importance to the Doctor of Physical Therapy Program. Professional Conduct, or Professionalism, encompasses areas of behavior and qualities that are expected of physical therapy students in the school setting and in the student clinical experiences. Attendance, timeliness, and attire are all reflections of professionalism. When professionalism is assessed, instructors will also consider each student's conduct in their class, the quality of interaction and participation, and the contribution to class discussion as related to preparedness.

- **It is imperative to note that unprofessional conduct is grounds for programmatic actions. This may include but not be limited to letters of warning or reprimand, probation and / or dismissal from the DPT Program as noted previously.**

Professional Behavior will be evaluated through both **(1)** professional expectations, as developed by resources from the American Physical Therapy Association, and **(2)** program expectations of professionalism as developed by the collective core faculty. At the second and third year of the program, in the fall semesters, each core faculty member evaluates student professional behaviors independently. Collective core faculty discussion occurs at a subsequent faculty meeting. Faculty determine appropriate actions and provide letters of concern. If further action is warranted, it will be determined by the Professional Standards Committee or Student Progression Committee.

Professional expectations required by the program also include:

- Adherence to the rules and regulations as stipulated by the University of Kentucky and the Doctor of Physical Therapy Program.
- Attendance to all class sessions and lack of tardiness
- Demonstrating respect and courteous interactions with fellow students, faculty, staff, and other professional and non-professional personnel.
- Respect toward those presenting or speaking is expected.
 - Guest Speakers / Presentations: The DPT Program often utilizes guest speakers from the community. Students in the program must demonstrate professional conduct, respect, and appreciation for these professionals' donation of their time to further their education.
 - Professional attire is required when guest speakers are present for non-laboratory activities.
- Recognition of personal or professional limitations and requesting assistance when necessary.

- Class Participation: Asking questions at appropriate times to expand knowledge of the material. Pertinent student-to-student interaction is considered a valuable part of the learning environment and appropriate articulation of critical-thinking during class time will be viewed as efforts toward developing professional judgment.
- Inappropriate use of cellular phones or other electronic devices, etc. in class and clinical settings:
 - Use of electronic devices during class for non-class-related activities is prohibited.
- Appropriate non-distracting behavior while on campus, in hallways and in classrooms.
- Demonstrating honesty and veracity.
- Accepting constructive criticism offered by instructors and others in an appropriate manner.

Professional Standards

- The program requires full compliance with the following standards:
 - American Physical Therapy Association’s (APTA) Code of Ethics
 - www.apta.org/siteassets/pdfs/policies/codeofethicshods06-20-28-25.pdf
 - APTA Core Values
 - www.apta.org/contentassets/1787b4f8873443df9ceae0656f359457/corevaluesptandptahodp09-21-21-09.pdf
 - Accountability
 - Altruism
 - Collaboration
 - Compassion and Caring
 - Duty
 - Excellence
 - Inclusion
 - Integrity
 - Social Responsibility

Ethical Standards

- The Physical Therapy faculty will use the Code of Ethics and Standards of Practice of the American Physical Therapy Association and the Commonwealth of Kentucky statutes governing the practice of Physical Therapy to address problems created when a student does not adhere to these standards.
 - APTA Code of Ethics
 - Kentucky PT Practice Act
 - UK Student Healthcare Colleges Code
 - UK Student Code of Ethics
- As a professional doctoral program, The Doctor of Physical Therapy Program at the University of Kentucky reserves the right to prohibit the advancement of any student at any time in the curriculum who demonstrates unethical or illegal behaviors. Such actions will fall under processes associated with the Professional Standards Committee activities. Any actions taken by the program in this regard will be made in adherence to established program processes established herein, or within the university procedures.

Attendance

- ***Class attendance is mandatory for all DPT students.*** If an absence cannot be avoided, the student must inform the instructor of record in advance via email. Students also must notify the course instructor of record for any reasons in which a class period was missed unexpectedly.
- During attendance of virtual classes or meetings, **cameras MUST be turned on** during all lectures unless the session is in a break.
- Communication of unexpected absences should be provided to the course instructor of record as soon as possible, and preferably via email, if appropriate. **Communication of an absence does not excuse the absence.**
- The student must consult/meet with the course instructor of record immediately upon their return. The student is responsible for any missed content or make-up assignments upon their return.
- Students are expected to be prompt and on time for classroom and laboratory experiences. If a student is late for class, he or she must enter through the rear entrance to the room, if possible.
- Excessive absences or tardiness in a semester will be considered a matter of **unacceptable professional conduct** and the student may be addressed by the Director of Professional Studies and/or Program Director and possibly referred to the appropriate programmatic committee or entire core faculty for action.
- Students are responsible for communicating extended health, family, or other unforeseen conflicts that may impact attendance to the Program Director or Director of Professional Studies.

Special Accommodations: Examinations

The University of Kentucky is committed to providing accommodations for all persons with disabilities registered with the Disability Resource Center. Students who need accommodations must be registered with the Disability Resource Center (DRC) (<https://www.uky.edu/DisabilityResourceCenter/>) and receive recommendations from the DRC in order to request accommodations from the course instructor.

Students with disability accommodations must provide adequate notice for the need of an accommodation. It is best practice to contact the course instructor at the beginning/or prior to the semester to discuss the needed accommodations. Students should provide DRC letters to faculty within the first two weeks of a given semester or upon receiving the letter, but not within seven days of need of the accommodations. Deviation from this timeline may result in the inability or delay to provide the accommodations. No accommodations will be provided until the student has met with the course instructor &/or communicated with the faculty member to review the accommodation letter.

Students are expected to take all examinations at the scheduled time and place unless accommodations have been made by the UK Disability Resource Center Services (DRC), for matters related to possible disability, or with the assigned faculty on a course for other matters. Students receiving DRC

accommodations but NOT the DRC physical space/facility due to campus location or access issues, must utilize the room provided by the faculty member in charge of the course.

Communication of DRC recommendations to a faculty does not automatically warrant an accommodation. Faculty will exercise their professional judgement in all matters regarding their course, in consultation with the Program Director or designee, and faculty advisor when appropriate. Accommodations for additional time to take written exams does not extend to laboratory practical exams. Additional time is not given for other graded activities that occur as part of a class activity and that occur within the scheduled time for a specific class.

Letters of accommodation from the DRC will be evaluated and considered by the course instructor, but the recommendations may not be automatically implemented. Accommodations cannot (1) lower the standards of the course or program, (2) fundamentally alter the course or program, or (3) be overly administratively or fiscally burdensome.

Compliance with standards of physical therapy practice, essential functions as described in the aforementioned section, patient safety, and licensure exam preparation will guide the decision-making when considering accommodations. Thus, as students progress into the later portion of the physical therapy curriculum and expectations align with standards of entry-level practice, the DPT program may not be able to provide the accommodations included in the letter. If this is the case, an interactive process will be initiated with the student, DRC and any other individuals that may be able to provide expertise to determine if there are potential alternatives.

Student Committees

Diversity, Equity, and Inclusion (DEI) Committee

The Diversity, Equity, & Inclusion Committee is a group of Doctoral Physical Therapy students that provides accountability on diversity and inclusion initiatives within the UK DPT Program. The committee will lead advocacy efforts for diversity, equity, and inclusion through targeted efforts to make the UK DPT Program more accessible to underrepresented groups, while encouraging engagement and education within the physical therapy community. This committee will be led by class DEI officers from each cohort, involve both a UK DPT core faculty liaison as well as professional staff support. This committee is formed via peer elections within each incoming class. Elected students from both campuses make up the membership of this committee throughout their time in the program.

Community Service and Outreach Committee

The Community Service and Outreach Committee searches for, initiates, and communicates outreach opportunities within the UK community and the local area to the UK DPT faculty and student populations. The committee aims to increase student leadership and engagement through service learning and community service activities. This committee is formed via peer elections within each incoming class. Elected students from both campuses make up the membership of this committee throughout their time in the program.

Student Memberships

APTA Membership

Physical Therapy students are required to join the American Physical Therapy Association (APTA) as student members and maintain membership throughout the curriculum. Verifications of membership are required by the program no later than July 1 each year.

Student Advisement

- Upon enrollment in the DPT program, the student will be assigned a faculty advisor with a primary appointment in the program. The assigned faculty advisor will assist the student in academic matters (and others as appropriate). The student is *recommended* to meet with their faculty advisor at least once during each term. ***The student is responsible for scheduling meetings with his or her advisor, and responding to requests for meetings by their advisor.*** In addition, all students are required to undergo a formal annual meeting.
- All students in the program also have access to advisement by the CHS Office of Student of Student Affairs. <https://www.uky.edu/chs/current-students> This office is available to answer student questions and aid with many of the academic processes involved in the university system. They can provide information about student involvement and leadership, mental health resources, and other student support services.

Student Identification

Students are provided name badges. Students are encouraged to wear the name badge during at least the first semester. Name badges **MUST** be worn for all guest lectures throughout the program. ***Badges must also be worn during all full-time clinical experiences unless directed otherwise by the clinical site.***

Classroom Etiquette

The following basic etiquette should be followed by all DPT students while in class:

- Be on time and prepared to start class. Have notebook/laptop/tablet out and ready to take notes. Plan to stay for the entire class period (or until dismissed).
- Sit properly. Your posture is a reflection of your professional respect for and interest in the speaker.
- Do not put feet on the desk or chairs. Taking care of the equipment in the classroom is essential.
- Put your phone on SILENT, not vibrate. The buzzing is distracting to the speaker and other learners in the classroom.
- Keep side conversations out of the classroom. It is a sign of disrespect and distracting to the speaker and other students trying to hear and learn.
- Place your belongings under your table/desk and away from walkways. During lab courses, place your belongings in the locker room and/or at the rear/front of the classroom.
- Do not eat during class, but please see food and drink expectations below.
- Dress appropriately. No hats in class. See Appropriate Attire.

Electronic Media

Students are not permitted to video record, audio record, or take photographs in classroom or lab experiences without written permission from the instructor of the course. This also applies to courses that are held off campus or in locations with adjunct faculty or other community partners. Students are prohibited from photographing or recording guests of the program who are serving in the capacity as patients to be evaluated or facilitate student learning unless written consent is obtained.

Social Media Websites

Students are strictly prohibited from being on social media websites during class. Social media website posting is also discouraged when content involves information / communication about the UK physical therapy program or clinical affiliations.

Cellular Phones

The use of cellular phones and other electronic devices is strictly prohibited during class meetings unless directed by faculty for a class-related activity. If a student anticipates needing to use their phone during class, the student should notify the course instructor in advance and should leave the classroom at time of use.

Phones may be necessary for logging in during authentication process of UK. However, once that occurs the phone must be turned off and no utilization is allowed during written or practical exams. Violation constitutes a professional conduct violation and possible academic conduct violation.

Lecture & Lab Courses: Appropriate Attire & Behaviors

All Lecture Courses

Students must dress in professional attire for all lecture-based courses that involve guest speakers.

Appropriate attire includes:

- dress pants, khakis, professional skirts/dress, UK polo or collared shirt, and dress or casual shoes.

For all guest lectures, patient presentations and program-related off-campus activities, appropriate attire and ***name badges must be worn***.

ALL Occasions: no excessively worn tennis shoes, ripped clothing, open-toe sandals, caps, or hats. For patient presentations - nametags or UK name badges will be worn. At certain times, students may be requested to wear UK PT polo shirts.

At no time should a student's mid-section be visible during a presentation or with a guest lecturer unless it is required for examination purposes.

Grooming

- Personal appearance should always be clean and neat.
- Do not wear inappropriate attire to class.
- While at a clinical site, students must abide by the dress code of the facility.
- During professional activities off site, students are expected to maintain a professional appearance.

Laboratory Courses

Individual instructors will specify lab dress for each lab.

Generally, lab clothes include the following:

- Elastic-waist shorts (no blue jeans or cut-offs with loose fitting pant legs) or leggings, short sleeve t-shirt, sports bra, halter top, or a swimsuit top, which allows complete exposure of the back, and Tennis shoes.

Laboratory Equipment: Use by Students, Service, and Problems

The DPT program is committed to the development of optimal skills for the practice of the profession and the development of attitudes of self-learners. With this commitment in mind, the Program provides access to the students for independent study and practice, within the program facilities and use of equipment.

Due to the level, in some cases, of technological sophistication, and the difficulty in acquiring or repairing such equipment, it is necessary for the student to assume responsibility of the proper use of equipment. Students must be deemed 'competent' by the course instructor to utilize physical agents and modalities prior to using to practice skills independently or outside of class time.

Care of equipment and materials. It is expected that the student will make good use of the equipment and available materials and follow safety precautions. The student has to care for the equipment; dispose properly of used material; disconnect all electrical appliances; remove batteries from equipment; clean area and return furniture, turn off lights; and make sure that the doors are securely locked. **Equipment is not to be removed from the lab. No persons other than currently enrolled DPT students are allowed in the labs during independent study time periods.**

Laboratory equipment is professionally serviced and /or calibrated on an annual basis.

Students must notify the course instructor or the Program Director (if the professor in charge is not in the immediate premises) of any problem or malfunction encountered with the equipment and/or facilities. If the course instructor or Program Director cannot be reached, the student should email the Program Director.

Gross Anatomy Laboratory

Laboratory attire will be promptly communicated by the anatomy course instructor. It is a privilege for physical therapy students to study the human body. Under no circumstances is any student permitted to take anyone other than a UK PT student into the anatomy lab. No photography is allowed in the cadaver lab when there is risk of exposure of the cadaver specimens. Additional information for student procedures is provided by anatomy course instructor. Misconduct within the gross anatomy laboratory is grounds for action in accordance with DPT professional standards.

Building & Laboratory Access

UK DPT students will have access to the physical therapy laboratories during off-hours, per policy for the building, while enrolled with the program. The facilities and equipment are available for all students during normal operating hours of the building. Students are not allowed to provide access to non-DPT students to the building or DPT areas. Use of the lab on each campus for practice of lab activities is restricted to enrollees of the course; friends, family members, or other acquaintances are not to be recipients of the examination and/or treatment methods covered in this class while on campus.

Safety and Security

On-Campus

- University police can be reached by dialing 911 in an emergency, or 859-257-8573 (UKPD) for other matters. Students should always be mindful of their personal safety and security.

- Students may call the university escort service 24 hours per day to be escorted to their vehicle.
 - 859-257-8573 (UKPD)7233 (SAFE)
 - <https://police.uky.edu/safety/safecats>
- Students at the CERH should call 911 for emergencies. Non-emergent situations can be addressed with security at 606-438-3567

Student should keep personal property with them or locked in their locker. Please do not leave any personal items in a hallway or conference room. If the student should see unfamiliar or suspicious persons in the physical therapy areas, the student should not confront them personally, but should contact faculty or staff or the campus security immediately.

If the fire alarm is activated (it will emit sound and signal will flash), the speaker system is activated and instructions are given to evacuate the building. Please follow the instructions to evacuate even if in class.

Health & Safety Concerns

Standard Precautions

Basic standard precautions (hand washing, hygiene) are expected during all clinical laboratory courses in the program, as well as any interaction with patient during integrated activities. Additional protection (gloves, scrubs) as indicated during anatomy dissection labs is required and will be communicated by anatomy faculty.

Health Risks throughout the Program

Clinical lab coursework and patient care in clinical practice can present risks of physical injury, especially as students are trained on body mechanics and protective tactics. Practice of instructed tactics for protection is essential to reduce risk of injury. Should a student be injured during coursework, they are to report the incident immediately to course instructor for the course when the injury occurs (if applicable), or the Program Director. If a student is injured during clinical education experience, the DCE must be notified immediately and the student must comply with both the partnering faculty and UK guidance.

Off-campus & Clinical Education Safety

If a student has a safety concern during integrated clinical experiences off campus or during clinical education internships, he/she must report the concerns to the DCE and/or associated faculty. The faculty members will act in good faith to take appropriate action to ensure ultimate personal safety to students without risk of failure of clinical education course or associated course in which the perceived threat exists.

Illness or Injury

It is the responsibility of each student to inform the program faculty of any illness or injury that may prevent them from performing any activity in the class or clinical setting. The instructor, Director of Professional Studies, and Program Director must agree upon any modification or postponement or required work.

Health Condition or Circumstance

Because of the unusual physical demands of the program, a student who has a health condition or circumstance (including pregnancy) is obligated to inform the instructor if a contraindication to a PT procedure exists. The student should also consult with each course director at the beginning of each term to determine if any classroom, laboratory, or clinical experiences may be detrimental given their health condition. The instructor, Director of Professional Studies, and the Program Director must agree upon any modification or postponement or required work.

Students shall not practice or attempt clinical skills on classmates other until trained by a faculty member to do so. Students acting as subjects / patients for class demonstration or exams should notify the faculty if they have pre-existing injuries. Students have the right to refuse to be the patient or subject in a class demonstration.

Additional Program Expectations & Day-to-Day Operations

Schedule Changes

At the beginning of each term, the student will receive an internal class schedule. Additional changes or updates may be necessary throughout the term. This flexibility is needed in order to provide the best possible class, laboratory, and field experiences. In all cases of schedule changes, the faculty make every attempt to provide students with several days' notice.

It is the student's responsibility to make any necessary arrangements to attend the re-scheduled class. Students are required to be available during normal hours (8am-6pm) Monday through Friday, unless additional times are communicated in course materials.

Food and Drink

There is no eating allowed in the classrooms during scheduled class lectures and labs including the anatomy lab. Drinks are allowed but are required to have a closed lid on the container. On specific occasions, eating and drinking may be permitted in a classroom. Eating and drinking is never permitted in the anatomy dissection room whether class is in session or not.

Textbooks

All books should be purchased by the beginning of each term, even if some of the material may not be used until the latter part of the term.

Transportation

From time to time, throughout the DPT program, it will be necessary for the student to attend classes, clinical experiences, experiential learning activities, programmatic events, and clinical affiliations off the University of Kentucky, Lexington or CERH campuses. In all such cases, it is the student's responsibility to arrange transportation and be on time. If there are concerns with transportation for such activities, the student must notify the course instructor (if applicable), Director of Professional Studies, or Program Director for a discussion and potential resolution.

EMAIL

The primary mode of communication used by staff and faculty to contact students is the UK email. Students are required to check their email a minimum of twice per day or more while classes are in session and while on clinical affiliations. The student is responsible for all information disseminated by email and will be held accountable. If contact information should change at any time while enrolled, the

student may update this information through myUK, and notify the Director of Professional Studies. It is particularly important to update this at the time of clinical affiliations since changes may occur.

Mailing Address / Phone Numbers

The student is responsible for keeping up-to-date contact information including both local and permanent addresses, telephone numbers and email addresses as well as the address and telephone number of an emergency contact person.

- The student may update this information in myUK
- The student should provide the mailing address, telephone number and email address of where he/she will be staying during each clinical affiliation through their EXXAT profile.

Presentations Off-Campus

As a part of coursework, the student may be required to make presentations to various community groups off-campus. At such times, students will be requested to wear professional attire with nametags.

Use of Resource Materials

Any unauthorized use of equipment is prohibited. Do not remove any equipment from the labs, including the anatomy lab, without first getting permission of the instructor.

Maintenance of Physical Therapy Program Areas

At the end of each class, laboratory session and study/practice session, each student will automatically assume responsibility for putting away all materials, changing linen, returning materials to the instructor, removing all food and trash from the area, and closing out (in the proper sequence) and putting away any audiovisual materials. All classrooms, labs, study areas and hallways will be maintained in a clean and orderly manner at all times. This is the responsibility of the students, not the faculty and staff. Equipment, models, tables, chairs, etc. that are found to be broken should be reported to faculty managing the course immediately or to the program advisor.

Locking & Securing Areas

Any student in the building after the program office has closed for the day or over the weekend is responsible for insuring that all portable equipment is stored per program policy and that all doors to the classrooms, labs, research areas, office suite, and conference room are closed and locked.

Clinical Education

Philosophy & Purpose

The University of Kentucky is committed to the ideal that professional education requires a sound academic preparation that is enhanced and enriched by strong clinical experience. To this end, the clinical education program seeks to provide for its students those clinical experiences that offer a stimulating environment to further augment their professional development.

The primary focus of the clinical education program is to provide the entry-level physical therapy student an atmosphere that promotes the health and function of the patient/client(s). The maximum level of function will be advanced through scientific principles and treatment rationales. While problem solving often follows logical predetermined steps, students must learn that many solutions are created by innovative, abstract thought processes. The excitement of research and discovery will be nurtured.

The students' goal in clinical education must be the achievement of the highest level of competency in all areas of patient care and related areas of physical therapy. The students are expected to actively participate, question, explore, teach, and motivate during their interaction with the clinical community to reinforce their learning experiences and thereby enhance their education.

The clinical environments will stimulate the student to look beyond the information learned in the classroom to discover new meanings and relationships within the profession. The clinical centers must also create learning situations that guide students to expand their knowledge, attitudes, and skills. The clinical centers will provide the students an awareness of personal responsibility as it impacts their clients and institutions. The clinical experience will include exposure to realistic environments that allow practice in interdisciplinary communication, documentation, problem solving, and medical and legal aspects of patient care with a variety of disabilities and ages.

Clinical Education Administration

The Director of Clinical Education is a core faculty member who serves as the primary authority for management of the clinical education program. This includes, but not limited to the following: screening of clinical sites, assignment of students to clinical sites, serving as the liaison between the program and clinical education faculty, assessment of student preparedness to enter clinical education, assessment of student ability to meet clinical education objectives, and outcomes assessment. All policies and procedures regarding clinical education are included in the DPT Clinical Education Handbook.

Program Completion

Eligibility for Graduation

In order for students to be eligible for graduation, the student must have completed all didactic and clinical education courses, having met all standards of performance communicated to the student via course syllabi, program progression policies described within this Handbook, and/or items as delineated via a retention plan (when applicable). **It is the student responsibility to file for graduation from the University of Kentucky by the established deadlines. Failure to do so may result in delay in graduation.**

Licensure Examination

Students are responsible for completion of all requirements to be eligible for licensure examination. Licensure examination may differ based on jurisdiction (state) that licensure is being sought. Licensure requires application both to (1) the Federation of State Boards of Physical Therapy (FSBPT), and (2) the specific jurisdiction where licensure is being sought. **Compliance with all requirements of each application is required and the responsibility of the student.** This may include but is not limited to: background checks of varied nature, jurisprudence examination, transcripts, and other requirements. The program is unable to provide transcripts to jurisdictions on behalf of the student.

During the third year of the DPT Program, students will be given access to the FSBPT website where they will receive the ability to register for the licensure examination. Students will be "cleared" for graduation by the program in the FSBPT portal only after all didactic and clinical education requirements have been met, and the students have passed their comprehensive examination.

Due to jurisdiction restrictions, taking the licensure examination prior to graduation may or may not be possible. In instances where taking the examination prior to your graduation date is possible, the faculty agree to allow early examination only under the following conditions:

1. The student has been accepted to a residency program that requires a start date prior to the licensure date.
2. The student has achieved no less than a 3.5 GPA in the UK DPT program
3. The student has achieved no less than a scale score of 650 on the PEAT examination.

All policies written in this handbook are subject to modification at any time. Each student will be apprised of such modifications in writing.

Compliance with these policies and procedures is required, and documented agreement to terms is a condition of enrollment in the Doctor of Physical therapy program at the University of Kentucky.