



PHYSICAL THERAPY,
REHABILITATION SCIENCE, AND
ATHLETIC TRAINING
DEPARTMENT

STUDENT HANDBOOK

PHYSICAL THERAPY
CLASS OF 2026

Welcome to The University of Kansas Medical Center!

The Department of Physical Therapy, Rehabilitation Science, and Athletic Training

The physical therapy program at the University of Kansas is one of the foremost professionally accredited physical therapy curricula in the nation. Established in 1943, the program has grown from a nine-month certificate program to a three-year Doctor of Physical Therapy program. As a leader in physical therapy education, the department has produced esteemed educators, well-established practitioners, and state and national leaders in the profession of physical therapy. According to the 2023 edition of US News & World Report Guide to America's Best Graduate Schools, the KUMC Doctor of Physical Therapy program is ranked 13th among all universities and is ranked **6th among public universities**. This ranking is based on national reputation as assessed by "a survey of knowledgeable individuals in academia and each particular profession." Learn more about the [Department of Physical Therapy, Rehabilitation Science, and Athletic Training](#).

The School of Health Professions

The [School of Health Professions](#) is one of the country's largest schools of health professional education in an academic medical center in terms of number of programs, number of students enrolled in its graduate programs, and total enrollment. Health professionals provide 60% of health care service and continue to be in increasing demand. The other departments in the School of Health Professions are: Clinical Laboratory Sciences, Dietetics and Nutrition, Health Information Management, Hearing and Speech, Nurse Anesthesia Education, Occupational Therapy Education, and Respiratory Care and Diagnostic Science.

The Medical Center

The [University of Kansas Medical Center](#) offers educational programs in the Schools of Medicine, Nursing, Health Professions, and Graduate Studies. Clinical services include a full-service, independently managed, tertiary-care hospital as a part of the [University of Kansas Health System](#) that serves a wide region including Kansas, Missouri, Oklahoma, Arkansas and Nebraska. Recognized as a leader in research in the health sciences, the Medical Center was founded in 1905. Today, the Medical Center covers 41 acres and includes almost 7000 employees (including nearly 1,500 full-time faculty), just under 3,800 students, and thousands of patients and visitors.

The University

The [University of Kansas](#) is a major education and research institution with more than 28,500 students and 2,800 faculty members, and a member of the prestigious American Association of Universities. The university includes the main campus in Lawrence; the Medical Center in Kansas City; the Edwards Campus in Overland Park; campuses of the School of Medicine in Wichita and Salina; a School of Nursing campus in Salina (new in 2018) and educational and research facilities throughout the state.

Kansas City

Kansas City ([Visit KC | Official Tourism Site of Kansas City](#)) combines the best of urban living with Midwest hospitality. An estimated 2.5 million people live in the bi-state metropolitan area, enjoying the region's temperate climate. Metropolitan Kansas City boasts several tourist attractions, including the downtown business district and Power and Light entertainment district, Nelson-Atkins Museum of Art, Kemper Museum of Contemporary Art and Design, Science City at Union Station, City Market, the Country Club Plaza, Crown Center, the historic Westport area, the Kansas City Crossroads Art District, Truman Center and Library, the Kansas City Zoo, and Worlds of Fun/Oceans of Fun. Professional sports teams, an integral part of the community, include the 2019 Super Bowl Champion Chiefs (football), our 2015 World Champion KC Royals (baseball), Sporting KC (outdoor soccer), Missouri Mavericks (ice hockey), Missouri Comets (arena soccer), and the T-Bones (minor league baseball). Dining ranges from international cuisine to Kansas City's famous barbecue, including the perennial favorite and award winning, Joe's Kansas City BBQ in the KUMC neighborhood. Kansas City is home to Boulevard Brewery and is enjoying expansion of microbreweries and distilleries. The Kansas City community is busy throughout the year with a wide range of activities, and of course, fountains are everywhere.

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KU Traditions

Like any university with a long history, the University of Kansas has a number of fascinating stories and traditions. At these web sites you can learn more about KU's history, such as the history of the Kansas Jayhawk, and traditions including the Rock Chalk Chant, the Fight Song Clap, and Waving the Wheat!

Learn more about the [Heart of KU Traditions](#).

The PTRSAT department upholds its own traditions. Each class of PT students has carried on a tradition of service through our pro bono physical therapy teaching clinic (JaySTART) and various community service projects. Each fall during Alumni Weekend, we welcome our first-year PT students into the physical therapy profession with a Pinning Ceremony. The completion of our DPT program is marked with a Department Ceremonial Hooding event, a School of Health Professions Recognition Ceremony, and our graduates strutting their doctoral regalia down the hill and attending the University Commencement Ceremony in Lawrence, KS.

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Department Address and Telephone Number

Physical Therapy, Rehabilitation Science, and Athletic Training

University of Kansas Medical Center
Mailstop 2002
4012 Student Center
3901 Rainbow Blvd.
Kansas City, KS 66160

Voice: (913) 588-6799

Fax: (913) 588-6910

Website: [Academics \(kumc.edu\)](https://www.kumc.edu/academics)

Facebook page: [KU Physical Therapy & Rehabilitation Science | Facebook](https://www.facebook.com/KUPhysicalTherapy)

To access contact information for other KUMC individuals or departments, use the KUMC [Directory Search](#).

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University of Kansas Mission

The first mission as a university is to educate students who will go out into the world and become leaders in their fields and their communities. As a flagship research university, KU is tasked with preparing students for active, engaged lives and preparing students for lives where they take on challenges as leaders in their communities, their nations, and our world. KU prepares students to live meaningful lives where they embrace the fact that we are each part of something bigger than ourselves.

The mission of the University of Kansas is available at [Initiatives | Office of the Chancellor \(ku.edu\)](#)

University of Kansas Medical Center Mission

The mission of the University of Kansas Medical Center is available at [KU Medical Center Strategic Plan \(kumc.edu\)](#).

Department and DPT Program Mission

The mission of the department of **Physical Therapy, Rehabilitation Science and Athletic Training** is to achieve excellence and leadership in education, research, and healthcare through a collaborative, innovative, and evidence-based approach, while integrating diversity, equity, and inclusion.

The mission of the **Doctor of Physical Therapy program** is to continually strive to develop caring physical therapists who exemplify the highest level of clinical expertise and knowledge, and are prepared to enrich the dignity and quality of the human experience by optimizing movement and maximizing functional potential.

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Additional Educational Opportunities

We are pleased to offer students additional educational opportunities such as the DPT/MBA, DPT/MHSA, and DPT/PhD dual degree programs, and the LEND Training program.

Information regarding the dual degree programs can be found at the [KU academic catalog](#).

Additional information about each dual degree program is available through the [PTRSAT department website](#).

Leadership Education in Neurodevelopmental and related Disabilities (LEND) Traineeship. The Center for Child Health and Development (CCHD) LEND training program provides trainees experiences as members of interdisciplinary teams serving children and adolescents with developmental disabilities, including autism spectrum disorders. You can learn more information through the [LEND website](#).

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Academic Faculty

To view the most recent information on faculty in the Department of Physical Therapy, Rehabilitation Science and Athletic Training, please visit the [Our Faculty and Staff](#) page of the department's web site.

Research Labs

KU is regarded as one of the premier research institutions in the country, and researchers in our department are at the forefront of advancing knowledge in health care. Students not only have the opportunity to learn from accomplished clinicians, but also from scientists striving to expand our knowledge base in a variety of health and science areas. You can learn more about each research lab through the [Research page](#) of the department's website.

This page last updated: 5-9-2023

Class of 2026 Master Calendar

| | YEAR 1 | | | YEAR 2 | | | YEAR 3 | | |
|-----------------------|-------------------------------------|--------------------------------|--------------------------------|---|--------------------------------|-----------------------------------|---|----------------------------------|---|
| | Summer 2023 | Fall 2023 | Spring 2024 | Summer 2024 | Fall 2024 | Spring 2025 | Summer 2025 | Fall 2025 | Spring 2026 |
| | CLASSES | | | | | | CLINICAL EXPERIENCE DATES [#] | | |
| First day of semester | 5/30/2023 | 8/21/2023 | 1/16/2024 | 6/4/2024 | 8/26/2024 | 1/20/2025 | *6/2/2025 (6/3/2025) | 8/18/2025 | 1/5/2026 |
| Last day of semester | 7/28/2023 | 12/15/2023 | 5/10/2024 | 7/26/2024 | 12/20/2024 | 5/16/2025 | 7/25/2025 | 12/19/2025 | 5/8/2026 |
| KU Breaks | | KU Fall Break 10/14 - 10/17 | KU Spring Break 3/11 - 3/17 | | KU Fall Break 10/12 - 10/15 | KU Spring Break 3/17 - 3/23 | | KU Fall Break is NOT observed | KU Spring Break is NOT observed |
| Other | Program Orientation 5/30/2023 | Pinning Ceremony 10/5/2023 | | Comprehensive Exams (mid- semester) | | CSM: Boston, MA 2/13 - 2/15 | Comprehensive Exams (mid- semester) | | DPT Exit Meeting ^5/14/2026 PTRSAT Ceremony ^5/14/2026 SHP Ceremony 5/16/2026 Commencement 5/17/2026 |

Note: Calendar is subject to change.

* The NPTE preparation course will likely take place one day before the official start to the summer semester. It is a 2-day course. Please plan to be available for this course on both days (6/2 and 6/3).

[#] These dates may vary for those students completing a 12-week clinical experience.

[^] The DPT Exit Meeting and PTRSAT Ceremony dates are dependent on space availability. They will not take place earlier than 5/14/2026 but may take place on 5/15/2026.

(Updated 5-10-2023)

DPT Curriculum
Class of 2026

| SEMESTER 1 (Summer) <i>June-July 2023</i> | SEMESTER 2 (Fall) <i>August-Dec 2023</i> | SEMESTER 3 (Spring) <i>January-May 2024</i> | SEMESTER 4 (Summer) <i>June-July 2024</i> | SEMESTER 5 (Fall) <i>August-Dec 2024</i> | SEMESTER 6 (Spring) <i>January-May 2025</i> | SEMESTER 7 (Summer) <i>June-July 2025</i> | SEMESTERS 8 & 9 <i>Aug 2025-May 2026</i> |
|---|---|--|--|---|--|---|---|
| Clinical Curriculum (credit hours). ICE: Integrated Clinical Experience, CE: Full-time Clinical Experience | | | | | | | |
| | PTRS 720 1 ICE I | PTRS 730 Spring or (Summer enrollment) 1 ICE II | PTRS 830 2 ICE III | PTRS 840 2 ICE IV | | | PTRS 920, 921, 922, (923) CE I, II, III, (IV)* |
| Academic Curriculum | | | | | | | |
| PTRS 703[^] 1 Applied Anatomy | PTRS 702[^] 1 PT Documentation and Health Informatics | PTRS 705[^] 4 PT Interventions II | PTRS 825 3 Exercise Physiology | PTRS 852 6 Neurologic PT I | PTRS 826 5 Cardiopulm PT | PTRS 846 3 Orthopedic PT III | 10(12) 14(12) |
| PTRS 710[^] 6 Adv Topics in Human Anatomy | PTRS 704 3 PT Interventions I | PTRS 745[^] 6 Orthopedic PT I | PTRS 860 1 Evidence-based Research Practicum I | PTRS 845 6 Orthopedic PT II | PTRS 833 3 Pediatric PT | PTRS 817 2 Ethics in Healthcare | |
| PTRS 828[^] 1 Medical Imaging | PTRS 711[^] 4 Applied Kinesiology and Biomechanics | PTRS 746 3 Musculoskeletal Conditions and Management | PTRS 877[^] 2 Administration in PT | | PTRS 853 6 Neurologic PT II | PTRS 861 1 Evidence-based Research Practicum II | |
| | PTRS 882[^] 6 Pathophysiology and Physical Therapist Screens | PTRS 750 3 Research in Evidence-based PT Practice | | | | PTRS 890 2 Specialities in PT Practice | |
| | PTRS 855[^] 2 Pharmacology | | | | | | |
| Credits 8 | 17 | 17 (16) | 6 (7) | 14 | 16 | 8 | 10 (12) 14 (12) |
| | | | | | | TOTAL CREDIT HOURS | 110 |

[^] Shared course with Athletic Training program; PTRS 828 shared with second-year AT students.

* Full-time Clinical Experiences generally consist of either four 9-week or three 12-week experiences. If completing 9-week experiences, enrollment will be 12 credits for both semesters 8 and 9. If completing 12-week internships, enrollment will be 10 and 14 credits for semesters 8 and 9, respectively.

updated 5/10/2023

Student Resources

Department Teaching Labs and Locker Room

Students may use any of the Physical Therapy, Rehabilitation Science and Athletic Training teaching lab rooms, 1010 SON and 1020 SON for review sessions or special projects, provided that no one has previously reserved the room. This teaching lab space is shared with other programs. There is an online calendar in Outlook available to review when the labs will be occupied with teaching and/or other activities. You will have view access to this calendar throughout the program. It is important that you view this calendar prior to entering the teaching labs for use outside of your class times, to ensure there are no class sessions actively being taught in the teaching labs. Entering the lab during an active class session is disruptive to the class.

The lab rooms are secured with badge entry. *Students using the lab rooms should leave them clean and orderly at all times.* Failure to pick up trash and straighten the room will result in the lab rooms being made unavailable for the remainder of the semester. Use of teaching lab rooms is restricted to educational purposes only or other purposes as approved by the department.

Next to the teaching labs is a department Locker Room. First and second-year students have access to this room through badge access, along with PTRSAT faculty, GTAs and staff.

There are 120 lockers, which should provide ample space for all department students. Please do not use more than one locker per person. Lockers will not be assigned to students, but will be first-come, first-serve each day. Lockers are intended for daily use, with contents emptied at the end of the day. However, if a student wishes to keep items in a locker overnight, that is their decision to make. Please do not leave food in a locker overnight. It is at the student's discretion whether to lock their locker or not. Locks are not provided by the department, so student's will need to provide their own lock. *Students are responsible for maintaining the safety and security of their personal items, and the department will not be responsible for lost or stolen items.*

The University and Department of Physical Therapy, Rehabilitation Science and Athletic Training reserve the right to open lockers at any time, if deemed necessary by the Department Chair, Vice Chair or University Security.

Research Laboratories

Research facilities within the department include the Brain Behavior Laboratory, Clinical Orthopedic Rehabilitation and Research Laboratory, Health Exercise and Aging Laboratory, Laboratory for Advanced Rehabilitation Research in Simulation, Neuromuscular Research Laboratory, Research in Exercise and Cardiovascular Health Laboratory, Diabetes Research Laboratory, Mobility and Falls Laboratory, SleepWell Laboratory, and the Vestibular and Balance Rehabilitation Laboratory. These rooms are used primarily for faculty research and for faculty-directed student research projects. Please arrange with your faculty mentor for your Research Practicum courses if you are interested in touring one of these labs.

KUMC Bookstore

The KUMC bookstore is located on the first floor of Orr-Major. More information including a search feature for course textbooks can be found on the [KU Bookstore web page](#).

Printing, Copying, Scanning and Faxing

Printers that can photocopy are available for student use in Dykes Library. More information on making copies and printing at the library can be found on the [Dykes library web page](#). The printers in Dykes Library have a scan to email function that will help with “going green” efforts. Students are not allowed to use the department’s copy machine for personal use. The PTRSAT department is making efforts to support paperless and green instruction. Most handouts and materials will be provided online, and we encourage students to utilize desktop and mobile applications that will allow for accessing and annotating course materials electronically. Please contact the instructor if you have suggestions for improving paperless information sharing or are experiencing difficulty accessing instructional materials in a paperless format.

Study Spaces

Study spaces are available in the Dykes Library. Please see more information at the [Dykes library web page](#).

Technology

Use of technology is necessary to support your learning at KUMC. [Information Technology](#) is available to assist with your technology needs. Computers are available for student use at some locations throughout the Medical Center campus (e.g., Dykes Library). **All students will receive a KUMC e-mail account; it is an important tool for communicating with faculty and other students.** Classrooms and PTRSAT labs are equipped with [wireless networking](#). The secure network is recommended and requires KUMC credentials for logging in.

Discounts on computer purchases may be available from the [KU Bookstore Tech Shop](#).

Social Media

The department has an active [Facebook page](#) and a Facebook private group for each class, including the [DPT Class of 2026](#).

Class schedules are housed within Microsoft Outlook. Students can access their class academic calendar through their individual MS Outlook accounts.

Membership and participation in the class Facebook group and department page are voluntary. Other forms of social media participation may be required as part of an individual course requirement.

By accessing, viewing and/or posting any content related directly or indirectly to the PTRSAT Social Media Sites on the internet, you accept the following terms of use:

By leaving comments, posting images, reviews, discussions, videos, and case studies on the PTRSAT social media sites, you are agreeing to have your image and/or identity published online. You acknowledge that this information is of public domain and may be

viewed by anyone. You should not post any personal information, protected health information, or patient identifiers on any of the PTRSAT social media sites.

By posting content to PTRSAT social media sites, you agree that you will not violate any local, state, federal and international laws and regulations regarding internet usage or post inappropriate material as determined by the instructor(s) and/or department (owner of each social media site).

Additional Student Resources (Blackboard)

There are numerous resources available to students across the medical center campus and through the KUMC website. In an effort to create a central location for students to learn about these resources, related folders have been created in the "PTRSAT Students" Blackboard Organization. Blackboard is the primary learning management system used by KUMC. Once students have access to Blackboard, these resource folders will be accessible. These folders currently include Student Wellness Resources, Student Financial & Legal Resources, Student Learning Resources and DEI Resources. Some of the resources included in these folders include campus safety information, student health services, student health insurance, Thrive food pantry, Kirmayer Fitness Center, housing, financial aid information, wellness resources and others.

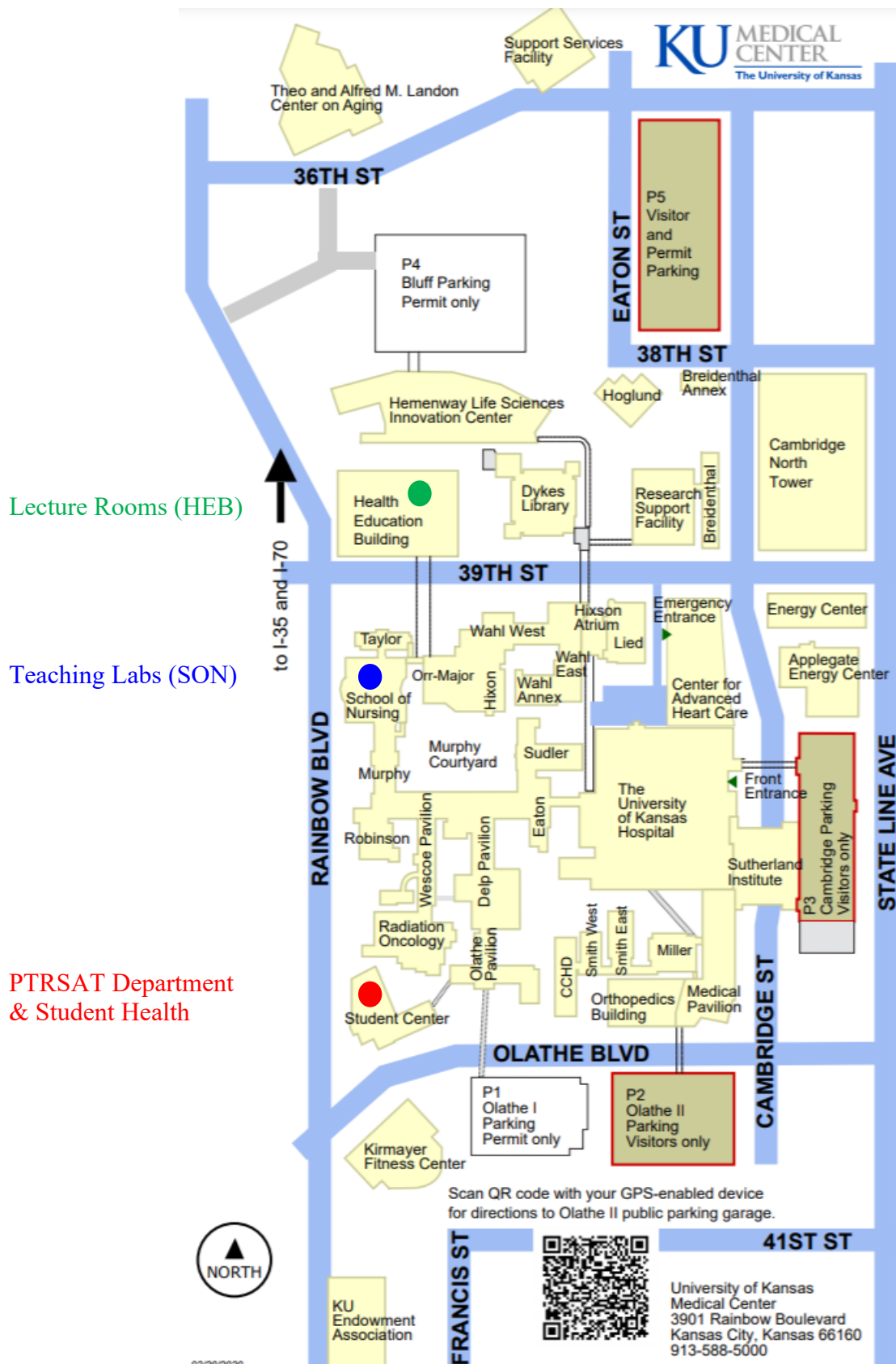
Miscellaneous

KUMC Classified Housing Notices are accessible through the KUMC intranet (requires KUMC username and password). Another resource, although not through KUMC, that may be of use is through [The Best Student Housing Near University of Kansas Medical Center | Uloop](#).

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Campus Map

A full range of medical center maps and directions to campuses can be found on the [KU Medical Center Maps and Contact Information \(kumc.edu\)](http://kumc.edu) website.



Departmental Activities

The faculty, staff and students of the department participate in many activities throughout the year. A benefit of being a member of the KUMC community is taking advantage of the numerous activities and events on this campus. These events include seminars provided by internationally recognized scholars as well as exposure to the broad expertise of the KUMC scholars and researchers. Your attendance and assistance in preparation for many of these events is highly encouraged. Additional information regarding these activities is provided throughout the school year. These activities include:

ALL STUDENTS:

- Department and School sponsored noon hour seminars
- Campus sponsored seminars
- Student Research Day – April
- Faculty Research Day – October
- PhD student exams: Dissertation Proposal Presentations and Dissertation Defenses (*usually every semester*)

SELECTED CLASSES:

- PT and AT New Student Orientation (first year students) – May/June
- PT Pinning Ceremony (first year students) - October
- PT Open House/Welcome Event (incoming and first year students) - April
- Departmental Ceremonial Hooding (graduating students) - May
- School of Health Professions Recognition Ceremony (graduating students) - May
- KU Commencement Ceremony (graduating students) - May

Professional Activities

Professional activities that students are encouraged to consider *if attendance does not interfere with their academic or clinical commitments* and if students have the necessary financial resources include:

- Midwest Student Conclave – Spring or Fall
- APTA Kansas Fall Conference - October
- [Combined Sections Meeting](#) of the APTA (in second year of program) – January or February
- APTA Kansas Spring Conference – March or April
- APTA Kansas Legislative Day – Spring semester, date varies

In addition, various social events are held throughout the school year. More information about these events will be passed to you from the faculty and from other PT classes as

they are planned. Of course, you are encouraged to develop your own social traditions as personal balance is an important coping strategy for successful completion of the professional program.

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Class Officers and Committees

Class officers are elected during the second semester of the program. Officer elections are managed by the department Program Manager. Students nominate classmates or themselves for offices and then vote for each position, when the call for nominations and voting requests are made.

The officers, representatives and committee chairs for each class are:

- President
- Vice-President
- Treasurer
- Secretary
- Admissions Committee Representative (two elected positions)
- Curriculum Committee Representative
- Diversity, Equity and Inclusion Representative (two elected positions)
- School of Health Professions Student Senate Representative (two elected positions)
- SPTO Club Representative
- APTA/KPTA Student Liaison
- Fundraising Committee Chair (two elected positions)
- Social Committee Chair (two elected positions)
- Sports Committee Chair
- Communications Representative

Class Officer Descriptions

PRESIDENT

- Schedule and run officer and class meetings.
- Attend faculty meetings as student liaison.
- Serve as a liaison between the class and the faculty/department on any issue.
- Serve as a liaison between the class and the School of Health Professions and/or Medical Center when needed for fundraising purposes (write letters, etc.).
- Schedule a class meeting with departmental chair once a semester.
- Be a source of information for classmates who have questions/concerns.
- Provide impromptu class leadership as needed.
- Become involved in other university committees as appropriate.
- Provide vision and encouragement for the class. (Where does your class want to make their mark?)
- Delegate responsibilities when necessary and appropriate. (This office can be time consuming if you don't delegate when appropriate).

VICE PRESIDENT

- Assist President in any way needed.
- Attend faculty meetings as student liaison when the president is unable to do so.
- Give reports at officer meetings headed by President.
- Assist other class officers with duties as necessary.
- Assist and lead fundraising activities as decided by fundraising co-chairs.

- Work with SPTO Club Representative to organize philanthropic and community service activities for the class. For example: Special Olympics, pen pals with local schools, and organizing donations (food, toiletries, children's books, games, videos) for the fall, etc.
- Organize pinning ceremony for incoming 1st year students (during 2nd year only).

TREASURER

- Assist other officers with duties as necessary.
- Open checking account with Office of Student Life for the class.
- Close checking account with Office of Student Life once funds have been used/account is no longer needed and before graduation.
- Collect dues each semester (if applicable).
- Collect money from activities as necessary.
- Disburse funds from checking account as appropriate.
- Present financial report at officers' meetings, class meetings, etc.
- Work closely with the Fundraising Committee Chair.

SECRETARY

- Take minutes at officer meetings and e-mail them to the rest of the class.
- Keep track of individuals in the class who are participating in events.
- Work closely with Treasurer (serve as the secondary person who can sign for checks and other financial, etc.)

ADMISSIONS COMMITTEE REPRESENTATIVE—Two elected positions

- Plan activities to support incoming class.
- Help the social representatives plan the summer welcoming party for the first-year students. Coordinate with the host of the event. (Get students to sign up to bring food, organize beverage purchasing, coordinate times, get directions sent, etc.)
- Plan Spring Open House
- Assign Big Sibs/Little Sibs for incoming students.

CURRICULUM COMMITTEE REPRESENTATIVE

- Participate in DPT Program Curriculum Committee meetings as a student representative.
- Provide updates to students related to curricular changes and/or other curricular information as needed.
- Provide aggregate student input as needed regarding course content.
- Provide feedback related to the overall curriculum (e.g., structure, etc.).
- Represent curriculum-related students' views and interests to the DPT Program Director.
- Meet with DPT Program Director annually or as needed.

DIVERSITY, EQUITY, AND INCLUSION (DEI) REPRESENTATIVE—Two elected positions

- Provide input and support for the development of DEI initiatives for the PTRSAT department
- Support DEI initiatives of the School of Health Professions and University
- Serve as a member of the PTRSAT DEI Committee
- Service as liaison between the PTRSAT DEI Committee and the class

- Provide input on the role and responsibilities of this officer position

SHP STUDENT SENATE REPRESENTATIVE—Two elected positions

- School of Health Professions (SHP) Student Senate is the student governing body for all programs in the School of Health Professions including: Clinical Laboratory Science, Dietetics and Nutrition, Health Information Management, Nurse Anesthesia, Occupational Therapy, Physical Therapy, Respiratory Care, and Hearing & Speech. Eight students are chosen from the SHP senate to be voting members of the Student Governing Council (SGC), which is the governing body of all schools at KUMC.
- Duties of the SHP Student Senate Representatives (2) from the PTRSAT department include:
 - Attend monthly School of Health Professions Senate meetings and vote on issues that concern students in the School of Health Professions.
 - Inform classmates of important news/issues discussed and/or voted on at School of Health Professions Student Senate meetings.
- One of these representatives is encouraged to be a voting member of the Student Governing Council. The SHP Student Senate will decide upon these roles once you meet. The SGC is a collection of representatives from all the schools at the Medical Center and is intended to be an opportunity for students to communicate directly with leadership at the Medical Center. There are also opportunities to serve on subcommittees within the SGC, including the Interprofessional, Student Services, Finance, and Campus Management committees. Duties for the representative to the SGC will include:
 - Attend Student Governing Council meetings that occur every two weeks. Issues that affect all students at KUMC are discussed and voted on at these meetings.
 - Inform classmates of important news/issues discussed and/or voted on at Student Governing Council meetings.

SPTO CLUB REPRESENTATIVE

- Work with Vice President to organize philanthropic and community service activities for the class. For example: Special Olympics, pen pals with local schools, and organizing donations (food, toiletries, children's books, games, videos) for the fall, etc.
- Help Fundraising Committee Chair design and order t-shirts and apparel if desired (beginning of fall semester).
- Schedule and organize SPTO Club meetings (3-4 per semester) on topics of interest to students in the class.
- Review community service broadcast e-mails and summarize opportunities for classmates.
- Work with APTA Student Liaison to set up at least one event to promote awareness of PT in the community.

APTA/KPTA STUDENT LIAISON

- Must be a member of the APTA and KPTA.
- Relay information received via newsletters and e-mails about student events/issues to classmates.
- Work with SPTO Club Rep to set up at least one event to promote awareness of PT in the community. For example, assist with organizing "PT Day" at KUMC to help promote PT month, set up a booth at the annual KUMC Health Fair, etc.

- May also work with Fundraising Committee Chair to raise funds for Marquette Challenge (provides support to physical therapy research through the APTA's Foundation for Physical Therapy)
- Provide information to classmates about attending KPTA fall and spring conferences. Encourage attendance at KPTA conferences

FUNDRAISING COMMITTEE CO-CHAIRS—Two elected positions

- Meet early on with the DPT Program Chair and/or Director of Academics to dialogue about the purpose, benefits and challenges of fundraising.
- Work with other chairs/ reps (e.g., SPTO Club Representative, APTA/KPTA Student Liaison) to raise money to support philanthropic events
- Work with SPTO Club Representative and Communications Representative to design and order t-shirts and apparel, if using this approach to fundraising
 - Meet with the Web/Graphic Designer in the SHP Office of the Dean (i.e., Terry Erisman) *early* in the process, before designs are created. Select one person (one of the officers) to be the sole contact related to this process.
 - Must work with the Treasurer to ensure a checking account is available to hold raised funds. Students may need access to a PayPal account to accept payments tied to fundraising activities with orders.
 - Choose a maximum of 2 items to sell.
 - It will take the Web/Graphic Designer at least 2 months to prepare the online ordering form once they have all the information needed.
 - Students are fully responsible for sending the order information out to their contacts and delivering items to buyers. Students may request assistance from departmental staff to post items for sale to current PT student social media webpages (e.g., Facebook) and to send to current PT student emails but should not expect to use other SHP/PTRSAT newsletters, emails, social media accounts, or alumni lists.
- Maintain and update fundraising contact information.
- Work closely with Treasurer.

SOCIAL COMMITTEE CHAIR—Two elected positions

- Organize social activities with/for the class. Suggestions include: "end of the semester" dinner/party, holiday parties, game outings (KU, Royals, Chiefs), final graduation party, trips, & other morale boosters.
- 1st year spring: Organize social event for incoming class after the open house.
- 2nd year fall: Organize the beginning of the school year picnic, if applicable. Organize social event after pinning ceremony for 1st year students, if applicable.
- 3rd year: Plan graduation celebration for the class.
- Serve as the point of contact for clinics or organizations that want to engage with students in the class through social activities to discuss clinical and career opportunities, and coordinate any related social activities.

SPORTS COMMITTEE CHAIR

- Inform the class of sporting events including intramurals.
- Organize teams for intramurals for those who are interested.
- Work with the Social Committee Chair to plan fun things for parties.

COMMUNICATIONS REPRESENTATIVE

- Add updates to Departmental/Class Facebook page as needed.
- Work with other Class Officers (e.g., Fundraising Chair) to ensure any KU, KUMC, or Departmental representation (e.g., logos, branding, etc.) meets approval of Departmental leadership and the Web/Graphic Designer from the SHP Dean's Office.
- Work with Departmental Administrative Staff and/or Departmental leadership (e.g., Chair, Program Director, etc.) on other communication efforts as needed.

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Professional Organizations

A variety of opportunities exist for physical therapy students to participate in professional development. These activities include:

American Physical Therapy Association (APTA)

The [American Physical Therapy Association](#) is the national organization for the physical therapy profession. The APTA provides educational opportunities and resource information in all areas of physical therapy and encourages student participation at the state level (APTA Kansas) and at the national level (Sections and Student Assembly). The APTA hosts many conferences throughout the year. Two of the most attended meetings are the APTA Annual meeting (held in June) and the Combined Sections Meeting (held in January or February). Membership in this professional association fosters professional growth and development and provides access to resources used during the program. **Every student is strongly encouraged to become a student member of the APTA.**

APTA Student Assembly

The Student Assembly is a component of the APTA, [Student Leadership and Representation | APTA](#). Upon joining the APTA you will become an automatic member of the Student Assembly. There are many opportunities for involvement at the national level as a student, including assembly officer, student delegate and student representative.

APTA Kansas

[APTA Kansas](#) is the state organization that represents physical therapists, physical therapist assistants, and physical therapy students across the state in legislative, ethical, professional, and practice matters. APTA Kansas meets for Fall and Spring conferences.

Students are encouraged to attend the APTA Kansas conferences and participate in the [Student-SIG](#). Special events are planned for students at each conference to provide opportunities to meet with other physical therapy students. The KPTA Student-SIG collaborates with other states' student groups for putting on the Midwest Student Conclave, which has been hosted on occasion at KUMC and is well-attended by our students. Student members of the APTA are required to become members of their state chapter, and state chapter membership is only available to APTA members.

This page last updated: 5-18-2023

Student Organizations

Physical therapist students are offered the opportunity to participate in the governance of the School and the University through the following organizations. Here are the names and general descriptions of three student organizations.

Student Governing Council (SGC)

The [Student Governing Council](#) (SGC) serves as the students' primary voice to leadership and is the primary student governing body at KUMC. Completely student run and supported by faculty advisors, the SGC consists of representatives from all four schools at KUMC: Health Professions, Graduate Studies, Medicine, and Nursing. They disburse student fees to registered student groups, provide services to the student body (like ticket giveaways and legal services), and promote all aspects of student life with committees ranging from technology to parking to legislative.

Graduate Student Council (GSC)

All KUMC graduate students are eligible to become members of the GSC. The purpose of the Graduate Student Council is:

- To promote the welfare of KUMC Graduate Students through participation in University governance activities; representation of all graduate students at KUMC in campus-wide affairs that directly and primarily affect the Graduate Students; and representation of their interests and concerns to the faculty and University administration
- To allocate University funds derived from Student Activity Fees.
- To enhance the cultural, social and professional growth of KUMC Graduate Students.
- To ensure that the opportunities at the Medical Center are open to all Graduate Students regardless of race, religion, color, sex, disability, national origin, age, ancestry, marital status, parental status, sexual orientation or veteran status, as set forth in the University's Equal Opportunity and Nondiscrimination Policies.
- To protect and enhance student's rights.
- More information can be found at [Graduate Student Council - The Beat@KUMC \(campuslabs.com\)](#).

Health Professions Student Senate

The purpose of the SHP Senate is to establish an organization representative of all SHP students. The SHP Senate facilitates student involvement by fostering interprofessional relationships and by providing a unified voice that promotes a positive relationship and mutual respect among students, faculty, and administration. More information can be found at [School of Health Professions Student Senate - The Beat@KUMC \(campuslabs.com\)](#).

Scholarships and Awards

The faculty is responsible for nominating PT students for scholarships offered by the university. Selection is based upon the criterion of each scholarship; these typically include academic performance, community service and financial need. Students may be informed about scholarships that require self-nomination.

Students may also benefit from investigating local organizations, sororities, fraternities, business and health associations to determine whether scholarship programs are available.

Here is a listing of scholarships that *have been available* for physical therapy students in the past. This list may not include all of the scholarships available to students in our program. It is provided as a service, for your information. These scholarships may or may not be offered while you are in the physical therapy program.

Please visit the [SHP website](#) for detailed information regarding current scholarship offerings, including deadlines for applications.

School of Health Professions Dean's Scholarship

School of Health Professions Dean's Diversity Scholarship

School of Health Professions Student Senate Scholarship

James P. Cooney Leadership Award (SHP Alumni Association)

Kovac Diversity Scholarship

PHI KAPPA PHI

Student Leadership Award (KUMC Student Services)

Student Diversity Award (KUMC Student Services)

Student Organization Award (KUMC Student Services)

Student Advisor Award (KUMC Student Services)

Graduate Student Award for Distinguished Service (KUMC)

Lawrence Memorial Hospital Auxiliary Scholarship

Visiting Nurse Association Scholarship

Dean's Diversity Scholarship

Diversity and International Experiences Fund Award

KU School of Health Professions Scholarships

Forever Friends Diana Lain Hughes Scholarship Fund

APTA Kansas Outstanding Student (APTA Kansas)

Mary McMillan Scholarship Award (APTA)

Minority Scholarship PT Student Award (APTA)

Orthopaedic Section Outstanding PT Student Award (APTA Orthopaedic Section)

Legacy Award, Midwest Association of Allied Health Deans of Academic Health Centers

Robinson International Studies Award

Self Memorial Scholarship

F.A. David Company

Military-affiliated Scholarships

PTRSAT Diversity Scholarship Award

For more information about scholarships, the student may consult with the departmental staff for scholarships.

This page last updated: 5-18-2023

Departmental Awards for Students

At the end of the professional program, four honorary awards may be presented. These include:

Ruth G. Monteith Outstanding Achievement Award

The faculty honors an outstanding student through the Ruth G. Monteith Award. The award, first given in 1975, is named in honor of Ruth G. Monteith, founder and director of the program from 1944 to 1975. Recipients are selected on the basis of excellence in academic performance, excellence in clinical performance, evidence of leadership skills, and potential for contribution to the profession of physical therapy.

Marsha E. Melnick Research Award

The faculty recognizes a student research group (or individual) for high-caliber research efforts through the Marsha E. Melnick Research Award. This award was established in 1989 in honor of former Department Chair Marsha Melnick. Award criteria include: 1) the research project is designed well and incorporates adequate review of the literature; 2) the data analysis and interpretation of results indicate that the student(s) have good comprehension of the clinical significance of the results and have identified alternative hypotheses and limitations of the study; 3) and the completed project contributes to the body of knowledge of physical therapy and has clinical application.

Bill Dunn Clinical Excellence Award / Joan Mills Clinical Excellence Award

The clinical instructors nominate two students to receive the Joan Mills and Bill Dunn Clinical Excellence Awards. These awards were established in 1992 in honor of Joan Mills, PT and Bill Dunn, PT, graduates of KUMC PT Education. Student award winners are selected based on the ability to demonstrate superior clinical performance in combining the art and science of physical therapy during full-time clinical experience, compassion, effective verbal and non-verbal communication skills, professionalism, integrity, and initiative.

Cam Wilson Students' Choice Award

The students recognize one of their peers to be a recipient of the Cam Wilson Student Choice Award.

Camilla (Cam) M. Wilson, PT, PhD a former faculty member, served as ACCE for seventeen years and Acting Chair of the Department for one year. Dr. Wilson graduated from KU with a bachelor's degree in 1970, a master's degree in 1978 and a doctorate in 1992. She chaired the Department of Physical Therapy Education at Wichita State University. She was honored in 2002 with the KUMC Allied Health Distinguished Alumnus Award. During her Alumnus acceptance speech, Dr. Wilson, along with her husband, Michael T. Wilson, committed \$10,000 to establish the **Jessie M. Ball and Ruth A. Blanchard Physical Therapy Faculty Development Fund** which will benefit the Department of Physical Therapy, Rehabilitation Science, and Athletic Training to foster and develop faculty.

The recipient of the Student Choice award is selected based on the following attributes: friendliness, helpfulness, genuine concern, cooperativeness, effective communication, and interpersonal skills.

Other Awards

In the second semester of the program, first-year students participate in a Pinning Ceremony during which the following awards may be presented:

Bloom Wahbeh Professional Leadership Award

In May of 2002, Ms. Carolyn Bloom and Ms. Elena Foster pledged to establish the Bloom-Foster Scholarship Award, which is now called the Bloom Wahbeh Professional Leadership Award. Ms. Bloom is the owner of Bloom and Associates Therapy, PA, a Topeka-based private physical therapy practice. Ms. Bloom is a 1973 graduate of the KU Physical Therapy Program. Ms. Foster, retired, was the owner of American Rehabilitation, which was a private physical therapy practice. Ms. Foster is a 1973 graduate of the KU Physical Therapy Program.

The student who is selected for this scholarship will demonstrate a strong interest in professional leadership, as evidenced by membership in the American Physical Therapy Association, past attendance at a national or state physical therapy conference, or the National Student Conclave, an interest in professional leadership, and an understanding of the responsibility of being a lifelong professional physical therapist. Scholarship as evidenced by GPA within the PT program will also be considered.

Penny Cohn Scholarship Award

This scholarship, first awarded in 2002 in honor of Penny Cohn, PT, is intended to recognize students in the physical therapy program who exemplify the career of Mrs. Cohn. This is the first endowed fund that supports scholarships within the Department of Physical Therapy, Rehabilitation Science, and Athletic Training. Alice "Penny" Cohn was a 1960 graduate of the KU Medical Center's Physical Therapy Program. Penny dedicated her professional career to helping others through her expertise as a physical therapist. Penny was an active member of both the Kansas and Missouri Physical Therapy Associations and worked as head physical therapist at Baptist Memorial Hospital (now Research, Brookside Campus) and later as senior therapist at Humana Hospital (now Overland Park Regional Medical Center). She frequently interacted with KU physical therapy students in the clinical setting and had a passion to help them in their professional ventures.

Penny passed away due to cancer in April of 2000. Prior to her death, she requested that a fund be established to support students in the KU Physical Therapy Program. Because Penny had a love of golf, the Penny Cohn Memorial Golf Tournament was a way for the Cohn family, the University of Kansas, and the Kansas City community to honor Penny. Proceeds from past golf tournaments are used to purchase equipment for the teaching laboratories and to establish scholarships for students in the PT program at KU.

Beverly A. Drake Fellowship Award

The Beverly A. Drake Fellowship Award was established to recognize two students each year who display a strong commitment to assist individuals in the community who lack the resources to obtain physical therapy services.

Lou Loescher-Junge Professional Development Award

In 2016, Lou Loescher-Junge established this award to support professional development of DPT students. This award is intended to financially support expenses related to student involvement or participation at professional events that may include

APTA Combined Sections Meeting, APTA National Conference – NEXT or APTA House of Delegates. This award is determined through a competitive application process.

Lou Loescher-Junge contributed to the KUMC campus and the PTRSAT department for decades. She began her physical therapy career in 1966 and served as clinical director of physical therapy in an area medical center. She came to KUMC in 1991 and served as interim Chair of the Department of Physical Therapy and Rehabilitation Science. She served as Assistant Dean and Associate Dean of the School of Health Professions since 1998. She has been a mentor to PTRS faculty and a model professional advocating for the PTRS department, its faculty and students.

This page last updated: 5-18-2023

Licensure Examination: General Information

Once eligible, each student will need to take and pass the National Physical Therapy Examination (NPTE) before being eligible for permanent physical therapist licensure. More information about the exam can be found on the Federation of State Boards in Physical Therapy (FSBPT) web site at [Exam Candidates | FSBPT](#). To understand the step-by-step NPTE registration process based on school attended and the state you want to become licensed in, please go to the FSBPT's [Journey Map](#) website.

Many state licensing jurisdictions approve licensure candidates to sit for the NPTE. However, Kansas has adopted the "[alternate approval pathway](#)", which allows for the FSBPT to approve candidates to sit for the NPTE. Requirements to sit for the licensure exam vary among state licensing boards. At this time, the Kansas State Board of Healing Arts allows candidates to take the exam as early as the last semester in the physical therapy education program. Many states will grant a temporary license to students who have completed degree requirements and are waiting to take the licensing examination or have taken the exam and are awaiting final degree credentials. Contact the licensing board in the state in which you wish to get a temporary license for more information. In Kansas, contact the [Kansas State Board of Healing Arts \(ksbha.org\)](#). Physical Therapy licensure information can be found by navigating to Professions, then to Physical Therapist (P.T.). In particular, the FAQs about "Licensing" may be helpful.

This page last updated: 5-18-2023

Core Values in Professionalism

Core values are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. The Core Values are found on the APTA web site at [Core Values for the Physical Therapist and Physical Therapist Assistant | APTA](#).

This page last updated: 5-18-23

APTA Code of Ethics

We expect the students in our professional program to read and abide by the APTA Code of Ethics. The link below leads to the APTA web site that provides the Code of Ethics and the Guide for Professional Conduct, a document that assists in interpreting the ethical code.

[Code of Ethics for the Physical Therapist | APTA](#)

This page last updated: 5-18-2023

Department of Physical Therapy, Rehabilitation Science, and Athletic Training

School of Health Professions

University of Kansas Medical Center

Professional Program in Physical Therapy

Student Handbook: Policies and Procedures

This document contains departmental policy and procedure statements that are designed to define expectations of students. The Graduate School, KUMC, and the School of Health Professions (SHP) also have many policies and procedures that affect you. Links to all of these can be found at [Student Handbooks](#) (KUMC Policies, Procedures, and Operational Protocols; Graduate Studies, and School of Health Professions). Or, you can find them specifically at the following links: [Graduate Studies](#) and [SHP](#).

All students must review and electronically sign 1) the Confidentiality Policy and 2) the Proof of Notification (Student Acknowledgement), the last two pages of this document. For each, a link is provided that will take you to a signature survey through REDCap. Once completed, it will automatically be saved for program records. These signed documents serve as verification that you *have read* the Student Handbook Policies and Procedures and the confidentiality policy, *understand them*, and *agree to abide by them*.

Students should defer to any School of Health Professions, Graduate Studies or Kansas University policies if any policies contained in this document no longer align with school or university level policies due to future revisions.

Table of Contents

| Topic | Page |
|--|-------------|
| University and Program Accreditation | 3 |
| Professional Conduct | 4 |
| Diversity, Equity, and Inclusion | 4 |
| Technical Standards | 5 |
| Technology Requirements | 7 |
| Institutional Policies | 9 |
| Attendance of Academic and Clinical Courses | 12 |
| Course Grades | 13 |
| Academic and Non-Academic Misconduct | 13 |
| Appeals Procedure for Academic and Non-Academic Misconduct | 14 |
| Student Grievance | 14 |
| Food and Beverages in the Classrooms | 14 |
| Dress Code | 15 |
| Comprehensive Examinations | 15 |
| Academic Accommodations and DPT Program Written Exams | 16 |
| Academic Advising and Faculty Liaisons | 16 |
| Academic Progress – Academic Probation | 17 |
| Academic Progress – Decelerated Schedule | 18 |
| Academic Progress – Course Failure | 19 |
| Academic Progress – Academic Review Process | 20 |
| Academic Progress – Academic Review Committee | 22 |
| Academic Progress – Student Success Coach Assignment | 22 |
| Academic Progress – Student Success Coaching Sessions | 23 |

| | |
|---|----|
| Program Matriculation and Practical Exams | 25 |
| National Physical Therapy Examination | 25 |
| Physical Therapist Licensure | 26 |
| Retention and Student Outcomes Statistics | 26 |
| Job and Career Opportunities | 26 |

I. University and Program Accreditation

The University of Kansas was granted a full 10-year accreditation in May of 2015. The university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Doctor of Physical Therapy program at the University of Kansas was granted a full 10-year accreditation in October of 2019. The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Who is CAPTE?

The [Commission on Accreditation in Physical Therapy Education](#) (CAPTE) grants specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. CAPTE is listed as a nationally recognized accrediting agency by the US Department of Education and the Council for Higher Education Accreditation (CHEA).

The 32-member Commission comprises broad representation from the educational community, the physical therapy profession, and the public. Members include physical therapy educators who are basic scientists, curriculum specialists, and academic administrators; physical therapy clinicians and clinical educators; administrators from institutions of higher education; and public representatives. The wide-ranging experience and expertise of this group in education in general and physical therapy education in particular provide ongoing assurance that the accreditation process of physical therapy education programs is fair, reliable, and effective.

How can I file a complaint against a CAPTE accredited program?

The only mechanism through which the Commission on Accreditation in Physical Therapy Education (CAPTE) can act on your concerns is through the formal complaint process. Please be aware that your complaint **MUST** be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. In other words, you need to link your complaint to violation of the Criteria or the Statements. The Criteria can be found in the [Accreditation Handbook](#).

“Also, in order for CAPTE to consider your complaint to be bona fide, you **MUST** have exhausted all of your avenues for redress at the institution. You need to understand that CAPTE cannot function as an arbiter between you and the school. Should CAPTE find that your complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria. If you wish to pursue filing a complaint against a program, please contact the Department of Accreditation and we will provide you with the appropriate forms and information

for doing so.” [More information about formal complaints to CAPTE](#) can be found on their website.

The Department of Accreditation can be contacted:

American Physical Therapy Association
Attention: Accreditation Department
1111 North Fairfax Street
Alexandria, VA 22314-1488
Fax: 703-706-3245
e-mail: accreditation@apta.org

II. Professional Conduct

The University of Kansas Medical Center/The University of Kansas Health System is at once both a campus for education and a hospital complex devoted to the health care provision. Thus, it is imperative that students conduct themselves in such a manner as to maintain both the professionalism which typifies those who dedicate themselves to maintenance of health through education, service and research, and the hygienic conditions most conducive to that maintenance of health.

Since the student has chosen to become a health care professional, it is the administration's view that such professionalism reflected by appropriate behavior, appearance, and personal hygiene should begin on the first day of school and continue throughout their career.

We expect students to express a concern and respect for the rights, dignity, and contributions of all people regardless of differences, in all interactions – including with peers, faculty, and recipients of health care services. Indeed, an ability to understand the beliefs, attitudes, and values of other individuals and to value their contributions is a crucial trait for successful and effective practice.

KU Medical Center offers frequent opportunities to explore and enhance your understanding of [diversity, equity and inclusion](#). Your practice and professional career both will benefit from thoughtful incorporation of these principles.

III. Diversity, Equity and Inclusion

The Physical Therapy, Rehabilitation Science and Athletic Training department supports and upholds the DEI [core value statement of the School of Health Professions](#) and the University of Kansas Medical Center. The mission of the PTRSAT department is to achieve excellence and leadership in education, research, and health care through a collaborative, innovative, and evidence-based approach, *while integrating diversity, equity and inclusion*.

The School of Health Professions and the University of Kansas Medical Center are committed to creating and maintaining diverse and inclusive learning and working environments that nurture the growth and development of our students, faculty, staff, and patients.

We define diversity as a state of being in which the variety of cultures, experiences, expertise, and viewpoints are valued and incorporated into the fabric of our community. Diversity encompasses age, education level, ethnicity and race, gender expression and identity, nationality, national origin, physical and mental ability, political and religious perspectives, sex, sexual orientation, socioeconomic status, veteran status, and other human differences.

By embracing diversity our university will attract and retain skilled and talented employees and students dedicated to excellence in education, research, patient care, community, and global initiatives. A diverse and inclusive community that fosters mutual respect requires the engagement of the university at all levels.

For more related information about initiatives, events, and activities on our campus please visit the KU Medical Center's [Diversity, Equity, and Inclusion Cabinet website](#).

IV. Technical Standards

The Doctor of Physical Therapy program at the University of Kansas Medical Center continually strives to develop caring physical therapists who exemplify the highest level of clinical expertise and knowledge and who are prepared to enrich the dignity and quality of the human experience by optimizing movement and maximizing functional potential. Because a Doctor of Physical Therapy degree signifies that the holder is eligible to sit for the National Physical Therapy Examination and signifies that the holder is prepared for entry into the profession of physical therapy, graduates must have the knowledge and skills to function in a broad variety of clinical, private, community, or school-based situations and to render a wide spectrum of physical therapy services.

The following [technical standards](#), in conjunction with the academic standards, are requirements for admission, retention, and graduation of applicants and students, respectively.

The term "candidate" refers to candidates for admission to the physical therapy program as well as current physical therapy students who are candidates for retention and graduation. The KU DPT program maintains a strong commitment to equal educational opportunities for qualified students with disabilities who apply for admission to the program or who are already enrolled. The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow the fulfillment of the complete curriculum. Candidates with disabilities are encouraged to contact the [Academic Accommodations Office](#) at (913) 945-7035 or cukoko@kumc.edu early in the application process to begin a confidential conversation about what accommodations they may need to meet these standards. This process is informed by the knowledge that students with varied types of disabilities have the ability to become successful health professionals.

1. Observation: Candidates must acquire information as presented through demonstrations and experiences in the foundational sciences. Candidates must also:

- Evaluate patients accurately and assess their relevant health, behavioral, and medical information.
- Obtain and interpret information through a comprehensive assessment of patients, correctly interpret diagnostic representations of patients' physiologic data, and accurately evaluate patients' conditions and responses.

2. Communication: Candidates must exhibit interpersonal skills to enable effective caregiving of patients/clients. Candidates must also:

- Communicate effectively, with all members of a multidisciplinary health care team, patients/clients, and those supporting patients/clients, in person and in writing.
- Clearly and accurately record information and accurately interpret verbal and nonverbal communication.

- Use computers and technology for communication as they are essential for manipulating electronic health records, assimilating information, producing documentation and interpreting data.

3. Clinical Skills: Candidates must perform physical examinations and diagnostic maneuvers. These activities require some physical mobility, coordination of both gross and fine motor neuromuscular function, balance, and equilibrium. Candidates must also:

- Provide general care and emergency treatment for patients and respond to emergency situations in a timely manner.
- Meet applicable safety standards for the environment and follow universal precaution procedures.

4. Clinical Reasoning: Candidates must effectively interpret, assimilate, and understand complex information required to function within the physical therapy curriculum. Candidates must also:

- Comprehend three-dimensional relationships and understand the spatial relationships of structures.
- Effectively participate in individual, small-group, and lecture learning modalities in the classroom, clinical, and community settings.
- Learn, participate, collaborate, and contribute as a part of a team.
- Synthesize information both in person and via remote technology.
- Interpret causal connections and make accurate, fact-based conclusions based on available data and information.
- Formulate a hypothesis and investigate potential answers and outcomes.
- Reach appropriate and accurate conclusions.

5. Judgment: Candidates must exercise good judgment; promptly complete all responsibilities attendant to the diagnosis and care of patients; and develop mature, sensitive, and effective relationships with patients. Candidates must also:

- Effectively handle and manage heavy workloads, function effectively under stress.
- Adapt to changing environments, display flexibility, and learn to function in the face of the uncertainties inherent in the clinical problems of patients.
- Self-assess behavior and performance and an understanding of the rationale and justification for their performance.

6. Behavioral and Social Attributes: Candidates are expected to exhibit professionalism, personal accountability, compassion, integrity, concern for others, and interpersonal skills. Candidates must:

- Accept and apply feedback and to respect boundaries.
- Care for all individuals in a respectful and effective manner regardless of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, genetic information, or any other protected status.

7. Professional Expectations: Candidates must understand, and function within, the legal and ethical aspects of the practice of physical therapy. Candidates must also:

- Maintain and display ethical and moral behaviors commensurate with the role of physical therapist in all interactions with patients, faculty, staff, students, and the public.
- Maintain interest and motivation throughout the educational processes.

V. **Technology Requirements**

The KUMC School of Health Professions supports either Windows 10-based computers or Apple/Mac computers. You will not be able to complete your coursework using any of the following as your primary computing device: iPad, Chromebook, Netbook, Linux-based computer, Android tablet, or any type of smartphone. These non-computer devices will **NOT** be allowed for non-proctored remote or online testing.

Students will be responsible for having a primary computing device that meets the minimum requirements. Our curriculum incorporates the following tasks:

- Accessing and downloading course files (e.g., documents, presentations, videos, etc.)
- Uploading assignment files (e.g., documents, presentations, videos, etc.)
- Taking quizzes and exams
- Posting to discussion boards
- Accessing resources through different browsers
- Taking notes/annotating resources
- Presenting student created files/media through a data projector. Our lecture halls and classrooms are equipped with Windows PCs for use by presenters.
- Live BlackBoard Collaborate sessions
- Use of non-KUMC online learning resources
- Accessing the internet

It is the student's responsibility to maintain a backup of all work. We strongly suggest an online backup service (i.e., OneDrive) or, at a minimum, utilizing an external hard drive.

Regardless of your choice of computing platform, minor compatibility issues arise if your professors or peers are using a different platform. Assistance with addressing basic computing issues related to academic work can be sought from the [Information Technology Customer Support](#). A list of available services is available through the [Technology Service Catalog](#) (sign-in required).

Discounts on computer purchases may be available from the [KU Bookstore Tech Shop](#).

Below is a guide to assist you with deciding what type of computer to use as a student along with suggestions for software that will be used. These [Computer Requirements](#) can also be found on the department website.

| Windows-based (PC) System Hardware | | |
|---|---------------------------------------|---------------------------------------|
| Hardware Component | Minimum | Recommended |
| Processor | Intel Core i5, AMD Ryzen R5 or higher | Intel Core i7, AMD Ryzen R7 or higher |

| | | |
|---------------------------------|--|---|
| Style | Laptop (Windows 10 Home or Pro Edition) (Not sufficient: Linux Distros, Chrome books, iPad, Android tablet) | Laptop (Windows 10 Home Edition or higher) Microsoft Surface Pro or Surface Book |
| Protective Case | N/A | Device compatible case or backpack |
| RAM | 8 GB | 16 GB |
| Hard Disk | 256 GB or higher | 512 GB or higher |
| Display | 1920 x 1080 (HD) | 1920 x 1080 (HD) |
| Networking | Wireless 802.11 b/g/n | Wireless 802.11 b/g/n/ac; Wired ethernet port |
| Warranty | 1-year warranty | 2-4 year warranty |
| Operating System | Windows 10 Home Edition | Windows 10 Home Edition or higher |
| Data Backup | OneDrive (Microsoft Cloud Storage) | OneDrive (Microsoft Cloud Storage) Included in Office 365 see software section below. |
| Remote Video Class/ Work | Microphone and Camera (standard on most laptops) | Microphone and Camera (For best performance in video conferences use of a headset with a microphone, either wired or wireless; Bluetooth, etc.) |

| Apple/Mac Hardware | | |
|-------------------------------|------------------------------------|---|
| Hardware Component | Minimum | Recommended |
| Processor | Intel Core i5 or higher | Intel Core i7, M1 or higher |
| Style | Laptop | Laptop |
| Laptop Protective Case | Carrying case or backpack | Carrying case or backpack |
| RAM | 8 GB | 16 GB |
| Hard Disk | 256 GB or higher | 512 GB or higher |
| Display | Non-Retina / Retina | Non-Retina / Retina |
| Networking | Wireless 802.11 b/g/n | Wireless 802.11 b/g/n/ac and Wired ethernet port adapter |
| Warranty | 1 year warranty | 2-4 year warranty |
| Operating System | Mac OS 10 (OSX 10.13 or higher) | Mac OS 10 (OSX 10.15 or higher) |
| Data Backup | OneDrive (Microsoft Cloud Storage) | OneDrive (Microsoft Cloud Storage) Included in Office 365 see software section below. |

| | | |
|---------------------------------|--|---|
| Remote Video Class/ Work | Microphone and Camera (standard on most laptops) | Microphone and Camera (For best performance in video conferences use of a headset with a microphone, either wired or wireless; Bluetooth, etc.) |
|---------------------------------|--|---|

| Software | | |
|----------------------|----------------------|---|
| Type | Product | Availability |
| Office | Microsoft Office 365 | KUMC has a subscription to Microsoft Office 365 which allows students, faculty, and staff to activate the Office Suite on up to 5 computers (Windows or Mac), 5 tablets, and 5 phones. To install the Office Suite on a personally owned computer, please visit https://office365.kumc.edu/ and log in with your KUMC username and password. You can download the installation files by clicking the Install Office apps button in the upper right corner of the screen. Once installed, you will be prompted to activate the software. Please use your KUMC username and password to authenticate. |
| Security | Antivirus | Any paid reputable AV (i.e., Norton, McAfee, etc.) Free options, Windows 10 has one built-in Avast for Windows and Avast for Mac ; Avast also makes versions for Android and iOS devices |
| | Firewall | Free, Windows built-in firewall (enable if disabled) |
| | Antispyware | MalwareBytes (free version scans on demand, paid version catches live) |
| Browsers | Mozilla Firefox | Free, Firefox |
| | Google Chrome | Free, Chrome |
| PDF | Adobe Acrobat Reader | Free, Adobe Acrobat Reader |
| Media Players | General/audio | Free, Windows Media Player |
| | Flash | Free, Adobe Flash Player |
| | Video | Free, VLC, videolan.org |

VI. Institutional Policies

The department follows the institutional policies of the University of Kansas Medical Center. All of the policies listed below can be linked to at the following website: [Student Handbook \(kumc.edu\)](http://kumc.edu). If the university updates any of these policies into the future, the updated policies (available through the website above) will take precedence over the policies outlined in this portion of the DPT Student Handbook.

Academic Supports

Learning assistance, academic performance enhancement and psychological services at KUMC are free, confidential, and available at [Student Counseling & Educational Support Services](#) by calling 913-588-6580 or visiting G116 Student Center.

Compliance Training for Students

All KU Medical Center students are required to complete annual compliance training prior to and annually thereafter during the fall training window for students. **Failure to complete the training will result in a hold placed on your student account that will prevent future enrollment until the training is completed.** Students will receive instructions by email about how to access the Compliance training modules based on access granted by using your username and password.

The COVID-19 pandemic may impact our campus and the delivery of certain services, classroom behaviors, and training experiences. Our faculty will strive to provide the highest quality experience possible, identifying novel and innovative options while eliminating factors that otherwise may limit your performance. All students, however, have a responsibility to practice appropriate safety measures to ensure the best chances for the continued health of your student peers as well as faculty, staff, and clients.

Equal Opportunity/Title IX Policy

KU Medical Center is committed to the elimination and prevention of discrimination or harassment based on race, religion, color, ethnicity, sex, disability, national origin, ancestry, age, status as a veteran, sexual orientation, marital status, parental status, gender identity, gender expression, genetic information or retaliation. KU Medical Center and the KUMC Sexual Harassment Policy also prohibit all forms of sexual violence, including domestic violence, relationship violence, stalking and assault. Allegations of violations of the University's Nondiscrimination Policy are investigated in accordance with the Discrimination Complaint Resolution Process. Additionally, KU Medical Center prohibits retaliation against anyone who files a complaint or otherwise participates in the complaint process. Equal Opportunity policies and procedure are available on the [equal opportunity website](#). If you believe that you are being discriminated against or harassed, contact Natalie Holick, KUMC's Title IX Coordinator, at (913) 588-8011 (TTY 711) or noholick@kumc.edu to discuss your rights and options for filing a complaint or taking other steps to help stop the behavior. If you would like to file a complaint, please go to the [equal opportunity office website](#).

Academic Accommodation Policy

Any student who needs an accommodation because of a disability in order to complete the course requirements should contact the instructor or Cynthia Ukoko, Senior Coordinator for Academic Accommodations for Students and Residents in the Academic Accommodations Services office as soon as possible. The office is in 1040 Dykes Library; the phone number is (913) 945-7035 (TTY 711). You may also email Cynthia Ukoko at cukoko@kumc.edu. Online appointments may also be made at <https://medconsult.kumc.edu>. For online information about academic accommodations, please visit the [Academic Accommodation Services webpage](#). Please visit the KU Medical Center Policies website for the full [Academic Accommodations policy](#) (sign in may be required).

Religious Accommodation Policy

KU Medical Center respects the religious diversity of its students and will make good faith efforts to provide reasonable religious accommodations for the sincerely held religious beliefs, practices or observances of its students when they conflict with University policy or procedure. Such accommodations must not fundamentally affect the University's mission or commitment to patient care or otherwise create an undue hardship. If you wish to submit a request for religious accommodations, please complete [this online form](#) with as much lead time as possible to allow time to consider the request and plan alternative learning options. Please visit the KU Medical Center Policies website for the full [Religious Accommodations policy](#) (sign in may be required).

Childbirth Accommodation Policy

KU Medical Center wishes to assert itself as an institution valuing family-friendly policies and has adopted a student-specific [Childbirth Accommodation policy](#) (sign in may be required). This policy illustrates a commitment by KU Medical Center to diversity and inclusion that allows the institution to recruit and retain the highest quality students.

Relationship Policy

KU Medical Center's policy on relationships supports the integrity and excellence of our academic and working environments. It is KU Medical Center's position that consensual romantic or sexual relationships between individuals of unequal power are unwise, often contrary to professional ethics and create a conflict of interest even if the relationship is consensual. Questions of fairness, bias, and conflict also arise when members of the same family supervise one another. For the full policy, please visit the [Relationships policy](#) (sign in may be required).

In the event that a consensual relationship prohibited by this policy exists or develops, the individual in the position of authority has a duty to report such relationship and cooperate in removing the conflict. Employees also must report existence of any familial relationship that may pose a conflict of interest at the time of application, employment, or when the relationship or conflict develops.

Social Media Policy

KU Medical Center recognizes that social networking websites and applications are an important and timely means of communication. Students are reminded that they should have no expectation of privacy on social networking sites. Students must also be aware that posting certain information is illegal. Violation may expose the offender to criminal and civil liability. Offenses may be considered non-academic misconduct and be subject to the appropriate policies and procedures.

The following actions are strictly forbidden:

- You may not disclose the personal health information of other individuals. Removal of an individual's name alone does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph (such as a before/after photograph of a patient or a photograph of a patient from a service-learning site) may still allow recognition of the identity of a specific individual.
- You may not report private academic information of another student or trainee. Such information is covered by the Family Educational Rights and Privacy Act of 1974

(FERPA) and includes, but is not limited to course grades, narrative evaluations, examination scores, or adverse academic actions.

- You may not present yourself as an official representative or spokesperson for the University of Kansas, affiliate organizations, the School of Health Professions, any of its academic departments, or individual faculty or staff members when posting information on social networking sites. Although you have the right to express political or other views publicly, do not use an email or any other account that identifies you as a member of the KU Medical Center community.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions listed above and below.

In addition to the absolute prohibitions listed above, the actions listed below strongly are discouraged. Violations of these suggested guidelines may be considered unprofessional behavior and may form a basis for disciplinary action.

- Use of vulgar or profane language.
- Display of language or photographs that implies disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
- Presentation of personal engagement in illegal activities, including use of recreational drugs.
- Posting of potentially inflammatory or unflattering material on another individual's website or social media platform.

When using any social networking websites/applications, students are strongly encouraged to use a personal e-mail address, one that is separate from their KUMC email address, as their primary means of identification. Individuals also should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful. Please visit the KU Medical Center Policies website for the full [Social Media policy](#) (sign in may be required).

Weapons on Campus policy

KU Medical Center prohibits faculty, staff, students, and visitors from carrying weapons of any type on its Kansas City, KS campus. For additional information, please see the [KUMC Procedures for Implementing University-Wide Weapons Policy](#). Students who conceal carry on the Lawrence or Edwards campuses are responsible for making alternative arrangements when attending classes in Kansas City. Students can transfer a handgun from a backpack or purse to a secure location such as the trunk of their locked vehicle. Individuals who violate the weapons policy or procedures may be asked to leave campus with the weapon and may face disciplinary action under the appropriate university code of conduct. Please visit the KU Medical Center Policies website for the full [Weapons on Campus policy](#) (sign in may be required).

VII. Attendance of Academic and Clinical Courses

Philosophy

As part of the professional education process and professional identify formation for physical therapist students, attendance is expected for all academic and clinical course sessions.

Absences from any academic course sessions, including examinations, or any clinical course sessions are strongly discouraged.

Policy

Students are expected to attend all academic and clinical education sessions. Each course instructor determines absence policies on a course-by-course basis. It is the instructor's prerogative to implement an absence policy for all aspects of a course (e.g., class sessions, examinations, etc.) that they feel is appropriate for that course. Excessive absence may be grounds for failure of an academic or clinical course. Specific information about the absence policy for each course, including consequences for excessive absence, will be stated in each course syllabus.

If a course instructor allows a student to reschedule a course exam, such that the exam will be taken at a time different than when their peers take the exam, the course instructor may require the student to complete a Student Academic Conduct Commitment form. This form documents the student's commitment to appropriate academic conduct as outlined in the form.

VIII. Course Grades

Policy

As stated in the Graduate Studies [Grading Policy](#), grading scales are assigned on a course-by-course basis. The basic system is an A, B, C, D, F (I) scale, where A designates above-average graduate work, B designates average graduate work, C designates passing but not average graduate work, D and F designate failing graduate work, and inclusion of the I option is at the discretion of the department. In courses that adopt the letter-grade scales, D and F work do not count towards fulfilling degree requirements. Overall, students must earn at least a B average (i.e., 3.0 GPA) on course work counted towards any master's, specialist or doctoral degree at KU, and only A, B, or C may be so counted.

The I grade indicates course work that has been of passing quality, but which is partially unfinished for good reason. A student who has an I posted for a course must make up the work by the date determined by the instructor, in consultation with the student, which may not exceed one calendar year, or the last day of the term of graduation, whichever comes first. An I not removed according to this rule shall automatically convert to a grade of F or U, or the lapse grade assigned by the course instructor, and shall be indicated on the student's record. Should the student subsequently complete the course work, the instructor would then change the I to a letter grade (i.e., A, B, C, D, or F).

In some courses, the S, U, (I) Grading Scale may be used. The grades of S and U designate satisfactory (S) and unsatisfactory (U) performance.

IX. Academic and Non-Academic Misconduct and Subsequent Actions

The policy of the Department of Physical Therapy, Rehabilitation Science and Athletic Training follows that provided by the School of Health Professions. The student should refer to the School of Health Professions Student Handbook for examples of [academic and non-academic misconduct](#) and related policies.

Academic misconduct includes knowingly breaching a patient's rights to privacy and confidentiality by disclosing Protected Health Information as specified by HIPAA regulation. This breach includes accessing an electronic health record in an area where others

can view it, printing of information at an unauthorized printer, and sharing patient information details in social networking tools such as Facebook, Twitter, texting or photographing with a cell phone, and other electronic devices.

X. Appeals Procedure for Academic and Non-Academic Misconduct

The policy of the Department of Physical Therapy, Rehabilitation Science and Athletic Training follows that provided by the School of Health Professions. The student should refer to the [School Appeals Procedure for Academic and Nonacademic Misconduct](#) within the School of Health Professions Student Handbook.

XI. Student Grievance

Policy

Should a grievance arise between a student and a faculty member or other person pertinent to the student's program of study, the student should follow the grievance procedure outlined below. Issues involving grades of a particular class should be resolved between the student and the instructor of the course. Course grades will not be considered grounds for grievance.

Procedure

1. The student (Complainant) must make a good faith effort to resolve the matter with the party involved (Respondent) before proceeding any further with this procedure.
2. If the Complainant is unable to resolve the matter after discussion with the Respondent, and if the Complainant wishes to pursue the grievance further, the Complainant discusses the matter with the DPT program director or their designee.
3. If the Complainant is unable to resolve the matter after discussion with the DPT program director, and if the Complainant wishes to pursue the grievance further, the Complainant will bring the issue through the following Grievance process:

A meeting is convened between the involved student/faculty, program director (or designee), department chair and vice chair. The involved student/faculty can present written documentation and provide factual information in support of statements. There may be follow up meetings individually or in groups as needed. If the problem cannot be resolved among the involved parties, the Department Chair will decide the issue. If the student or faculty is dissatisfied with the resolution, they may pursue the [appeals procedure](#) in the SHP Student Handbook.

XII. Food and Beverages in the Classrooms

Policy

Eating and drinking is not allowed in some education classrooms and/or may not be allowed because of temporary campus guidelines. Please be aware of these rules as they apply to various teaching spaces.

Although students may use the common food storage spaces on the second floor of the Health Education Building, students need to recognize that they do so at their own risk of the food being taken by others without their permission. If food is taken without the owner's permission, and the student is concerned, the student should notify the [Office of Student Life](#) about this concern.

XIII. Dress Code

Philosophy

The Doctor of Physical Therapy program is a professional program. Thus, all students enrolled in the program are expected to present a neat, well-groomed appearance when participating in program or profession-related activities. Such appearance reflects well on the department and the profession during interactions with individuals from other professions, patients, and families throughout the Medical Center and the community.

Policy

The course instructor determines specific dress code policies on a class-by-class basis. It is the instructor's prerogative to implement a dress code that they feel is appropriate for that class (particularly laboratory and clinical education courses). Specific information about the dress code of a course must be stated in the course syllabus or the Clinical Education Handbook (including consequences for not following the prescribed dress code). The course instructor/coordinator may modify the dress code policy at any time throughout the semester as long as the students are notified in writing of the change.

XIV. Comprehensive Examinations

The purpose of the comprehensive examinations is to evaluate each student's level of comprehension in all curricular areas and to afford students the opportunity to gain experience with taking exams similar, in some respects, to the National Physical Therapy Examination (NPTE). In addition, the formative approach used for these comprehensive examinations fosters student reflection and growth related to taking these types of exams. Students are encouraged to view the comprehensive exams as a progressive, developmental process rather than stand-alone exams. **In addition, treating these formative exams as though they are summative may help with success on future summative assessments, like the NPTE.**

The first comprehensive examination (Comp Exam 1) will take place during Semester 4 (Summer Year 2) and is a completion-only requirement of the PTRS 877 course. Comp Exam 1 will consist of 100 multiple choice questions to be completed in 2 hours (unless academic accommodations are obtained); 30 additional minutes will be provided so that students may review responses after completing the exam but only if the exam is taken in the Dykes Library Testing Center. Students will receive their score directly after completing the exam. All content in the curriculum covered during year 1 of the program (semesters 1-3) should be considered potential exam material. There are two rounds for Comp Exam 1. The first round is required for all students. The second round is optional but encouraged. Students will also be required to complete a survey after the required Comp Exam 1, encouraging reflection and growth towards future exam success.

The second comprehensive examination (Comp Exam 2) will take place during Semester 7 (Summer Year 3) and is a completion-only requirement of the PTRS 846 course. Comp Exam 2 will consist of 200 multiple choice questions to be completed in 4 hours; 60 additional minutes will be provided so that students may review responses after completing the exam but only if the exam is taken in the Dykes Library Testing Center. Students will receive their score directly after completing the exam. All content in the curriculum covered in years 1 and 2 of the program (semesters 1-6) should be considered potential exam material. There are two rounds for Comp Exam 2. The first round is required for all students. The second round is optional but

encouraged. Students will also be required to complete a survey after the required Comp Exam 2, encouraging reflection and growth towards future exam success.

Some Comp Exam 1 and Comp Exam 2 questions may require problem-solving and cover material that has not been explicitly taught in the curriculum. These two comprehensive exams are computer-based and completed at a pre-determined time in the Computer Testing Center or other locations as needed due to extenuating circumstances.

The third comprehensive exam is one of the PEAT (Practice Exam & Assessment Tool) exams purchased for you by the department. You will be required to take one of the PEAT exams sometime during the last part of Semester 8 (Fall Year 3); this is a completion-only requirement of the PTRS 921 course. Students will receive feedback on their performance consistent with PEAT practices. Students will be notified via email when the PEAT exams are available.

Performance on the comprehensive exams is not tied to course grades but may be useful for student self-assessment of strengths/weaknesses related to test-taking skills and/or exam content. Students will be encouraged to use all of these exams as opportunities for reflection and growth. In addition, student development of successful test-taking strategies will be encouraged. Some of these strategies may include creation of individualized testing goals, development of a study plan, test-taking skills, and/or a structured post-test analysis. Recommendations may be made to Counseling and Educational Support Services (CESS) to assist with developing or fine-tuning these skills and strategies. Students may also benefit from [other CESS resources](#) related to testing, such as stress and time management.

XV. Academic Accommodations and DPT Program Written Exams

For students who receive time-related accommodations for written exams in DPT courses, the following guidelines must be followed when scheduling written exams through Academic Accommodations Services.

- 1) All written exams must be scheduled during the available hours of Academic Accommodations Services and the Testing Center.
- 2) No written exams can be scheduled at a time when other DPT program class sessions are already scheduled.
- 3) All written exams with time-related accommodations should be scheduled to include the already scheduled testing window.
- 4) If the above parameter is not possible, then the exam should be scheduled the same day as the already scheduled testing window.
- 5) If the exam cannot be scheduled the same day as the already scheduled testing window, then the exam should be scheduled the day before or the day after the already scheduled testing window (Monday through Friday). Testing the day before may not be possible, based on faculty discretion.

These same guidelines are provided to Academic Accommodations Services. Any exceptions to these guidelines must be approved, at a minimum, by the course instructor associated with the written exam.

XVI. Academic Advising & Faculty Liaisons

Policy

The purpose of academic advising is to monitor academic progress and to proactively meet the academic advising needs of students enrolled in the Doctor of Physical Therapy program.

Academic Advising

Academic advising initially takes place through introduction to the DPT curriculum at program orientation. At the start of the program, the DPT Program Manager communicates information related to semester enrollment.

Monitoring progress within each academic or clinical course is the responsibility of the student and the course instructor. *It is the student's responsibility to seek assistance from the course instructor if the student recognizes need for assistance or risk of an adverse academic outcome.* A course instructor may request a meeting with any student in their course with whom they have academic or clinical concerns to dialogue about the concern and identify strategies and/or resources to encourage success.

Any course instructor or faculty may submit a Student Concerns Form for academic or non-academic concerns through a secure electronic medium, the content of which will be reviewed by the DPT program Director of Academics and discussed with the DPT leadership team at regular intervals, to best discern how to support and/or advise students. DPT program leadership engages course instructors on a regular basis to determine whether any students might need additional support based on academic and/or clinical performance.

Within the terminal semester of the DPT program, the Director of Academics communicates Graduate Studies requirements and procedures regarding the Application for Degree.

Faculty Liaison Assignment

In addition to what is described above, students in the DPT program are assigned a faculty liaison. The purpose of the faculty liaison is for the student to have a consistent faculty contact to independently approach for academic, professional, clinical, or personal matters. The liaison serves to support the student and direct the student to campus or community resources. Whenever possible, a student is assigned to the same faculty member throughout the student's time in the program. If a faculty member leaves or reduces their percent appointment or has a change in responsibilities the student may be assigned a new liaison. Although a liaison is assigned to each student, the student can engage other faculty members as desired or needed.

XVII. Academic Progress – Academic Probation

Policy

The DPT program follows KUMC Graduate Studies [Academic Probation policy](#). To continue in the entry-level program in Physical Therapy a student must maintain a *cumulative* graduate GPA (DPT program only) of 3.0 or greater. If at any time a student's cumulative GPA falls below 3.0, they will be placed on academic probation by Graduate Studies for the semester in which the cumulative GPA is less than 3.0. A student that is on academic probation will be assigned a Student Success Coach, who will collaborate with the student to promote academic success. Further description of this collaboration is outlined under the Academic Progress - Student Success Coach section of this handbook.

Procedure

The student will receive a letter from the Dean of Graduate Studies notifying them of their probationary academic status. A copy is sent to the DPT Program Director and/or Director of Academics.

If the student does not bring their cumulative GPA up to a 3.0 by the end of the probationary semester and wants to continue in the program, the student will need to engage the Academic

Review Process to continue in the program, as outlined in the Academic Progress – Academic Review Process section of this handbook.

Possible outcomes of the Academic Review Process as it relates to academic probation include: 1) the program petitions Graduate Studies for an extension of academic probation, 2) the program petitions Graduate Studies to allow an individualized decelerated schedule, 3) dismissal from the program or 4) other options. The decision made by the Academic Review Committee is final but may be dependent on Graduate Studies approval of any petitions, when applicable. Regardless of the Academic Review Committee decision, a student can choose to not continue in the program.

XVIII. Academic Progress – Decelerated Schedule

Policy

If a decelerated schedule is the outcome of the Academic Review Process, it will result in at least a 1-year delay in the originally planned graduation from the program. Before a decelerated schedule is pursued, students should check with the offices of student financial aid, student health, and international programs (if applicable), to determine how the decelerated schedule will impact their enrollment status and consider other potential implications. If a student is receiving a stipend, the office granting the stipend should be contacted before starting a decelerated schedule.

A student may request a decelerated schedule for reasons unrelated to academic performance, as outlined in the procedures below.

Procedure

A decelerated schedule will require the student to reduce the required courses and credit hours during the decelerated schedule. This decelerated schedule and associated plan will be determined based on dialogue that takes place during the Academic Review meeting and may include, but is not limited to, individual strengths and weaknesses, course grades, timing of clinical education courses, and other factors as needed.

The plan will be outlined in writing for the student using the *Academic Review Meeting Summary* form as outlined in the Academic Review Process, with documented confirmation of agreement before implementation.

During the decelerated schedule, the student will be required to meet at regular intervals (no less than one time per semester) with their Student Success Coach to assess progress and identify support(s) needed. The student may also be required to meet with Counseling and Education Support Services as a part of the plan associated with the decelerated schedule.

The decelerated schedule may delay any clinical education courses until such time as all prerequisite courses for that clinical course have been successfully completed. The student is required to keep current any clinical skills associated with courses successfully completed prior to starting the decelerated schedule. The student is required to work closely with a Student Success Coach and the Director of Clinical Education (DCE), when applicable, in course scheduling and learning opportunities including clinical opportunities.

Courses will only be offered in their normal sequence. Students will not have an opportunity to take “special courses;” they must still follow the curriculum sequence but in a decelerated fashion.

At the end of each semester of the decelerated schedule the student's *semester* GPA must be at or above a 3.0. If at any point in the decelerated schedule the student's *semester* GPA falls below a 3.0, the student will need to engage the Academic Review Process (as outlined elsewhere) and may be dismissed from the program.

In addition, if the student does not meet the terms outlined in the *Academic Review Meeting Summary* form associated with the decelerated schedule, they may be dismissed from the program.

If the student is requesting a decelerated schedule for *non-academic* reasons, the student will need to request a meeting with the DPT Program Director of Academics (at a minimum), to propose their request and their associated rationale. The DPT Program Director of Academics will be responsible for setting up the meeting and may invite other DPT program leadership team members to the meeting. Any decisions made regarding the student's request will be made by the DPT Leadership Team. The leadership team may suggest other options (e.g., leave of absence). The DPT Program Director of Academics will document any decisions made and, if applicable, the proposed decelerated plan using the *Academic Review Meeting Summary* form, and follow the procedures outlined in the "Academic Review Process – After the Meeting" procedures as applicable.

The maximum time allowed to earn a Doctor of Physical Therapy degree from this program is 5 years if only enrolled in the DPT program, with a one-year extension if enrolled in a dual degree program or for extenuating circumstances.

XIX. Academic Progress – Course Failure

Policy

If a student fails a single course in the DPT program (i.e., letter grade D or F, or "unsatisfactory" in a pass/fail course), the student will be automatically dismissed from the program, *unless* the student requests from the DPT Program Director of Academics in writing (email) to participate in the Academic Review Process, as outlined elsewhere. If requested by the student, the Academic Review Process will result in a determination as to whether this student may continue in the program by re-taking the failed course the next academic year or if this student will be dismissed from the program.

Any student who fails two courses in the DPT program will be dismissed from the program with no opportunity for re-admission or to request for participation in the Academic Review Process, except in exceptional circumstances.

Procedure

If the student participates in the Academic Review Process and it is determined that the student may continue in the program, the *Academic Review Meeting Summary* form will outline the related expectations, both prior to re-enrollment and expectations when retaking the failed course.

This Academic Review Meeting Summary may include additional required learning or other activity completion prior to re-enrollment. It is the student's responsibility to keep current any clinical skills associated with courses successfully completed.

A student returning to retake a failed course will be on academic probation the semester they return to retake the failed course if their cumulative graduate GPA is less than a 3.0, as per Graduate Studies policy, and/or may have expectations related to academic performance during the semester they retake the course outlined in the *Academic Review Meeting Summary* form.

Any student permitted to retake a failed course will have delayed graduation (at least one year) from what was originally planned upon program entry.

During the time between the end of the semester of the failed course and the start of the semester of that course the next year, the student will not be enrolled and therefore will not have access to privileges and services associated with enrollment. This may include but is not limited to KUMC email, Blackboard, Student Health, Counseling and Educational Support Services, etc. It is important that the student plan for this reality prior to losing access. Student will lose access directly after Census Day on the academic calendar (20th day of classes) for the subsequent semester.

Prior to re-enrollment in the failed course, the student will need to complete the online [Reactivation Form](#) through the Registrar for the semester they plan to retake the failed course. It is recommended to complete this form one month prior to the first day of class of the term for which you are returning.

The student will also need to confirm with the DPT Program Director of Academics of their desire to continue in the program on or before April 1st if re-entering the program in the summer as a first-year student, or at least 2 months prior to the semester they plan to return otherwise.

XX. Academic Progress – Academic Review Process

Policy

The Academic Review Process applies to the first seven semester of the Doctor of Physical Therapy (DPT) program, including the integrated clinical experience (ICE) courses.

Furthermore, the phrase “academic” in this section may include performance in the ICE courses, where applicable.

To continue in good academic standing in the entry-level Doctor of Physical (DPT) Therapy program, a student must maintain a cumulative GPA of 3.0 or higher and pass all courses every semester. A passing grade is C or above in letter grade courses or a “satisfactory” in a pass/fail course.

If a student wants to continue in the DPT program but 1) was unable to raise their cumulative GPA to or above a 3.0 during a probationary semester, unless otherwise outlined in the most recent Academic Review Meeting Summary, 2) did not meet the expectations outlined in a previously completed Academic Review Meeting Summary associated with a decelerated schedule or course failure, or 3) failed a course, **the student will need to notify the DPT Program Director of Academics in writing (email) of their desire to participate in the Academic Review Process.** This notification must take place no later than 1 week after the last day of the semester.

If the student does not notify the appropriate individuals of their desire to engage the Academic Review Process within the designated timeframe, the student will be dismissed from the program, except in exceptional circumstances.

Procedure

The DPT Program Director of Academics is responsible for notifying students of the location of related policies and procedures, notifying students of the location of necessary forms, and for scheduling/sending appointments for the Academic Review meetings. These meetings can be virtual or in-person, based on needs of the student and Academic Review Committee.

The goals of the Academic Review Process are: 1) to allow for a thorough review of the factors and information contributing to the student's academic performance to determine whether the student will be allowed to continue in the program or be dismissed and 2) if continuing in the program, identify an optimal path to encourage academic success in the program. The student and the Academic Review Committee work together to achieve these goals.

Prior to the Meeting

- 1) The Academic Review meeting will be scheduled no later than 1 week prior to the subsequent semester unless exceptional circumstances warrant otherwise.
- 2) At least three days prior to the Academic Review meeting, the student will be required to submit (via email) a completed *Academic Review Worksheet* to the DPT Program Director of Academics, who will forward the document to the Academic Review Committee.
- 3) The *Academic Review Worksheet* that students need to complete is available in Blackboard. It can be found within the PTRSAT Students Organization. Specifically, the *Academic Review Worksheet* can be located within the "Academic Review & Student Success Coaching Documents" folder within the "PT Students" folder. The *Academic Review Meeting Summary* form can also be found in this location; this form is completed by the Academic Review Committee.

During the Meeting

- 1) The student and the Academic Review Committee will engage in conversation with the student around the *Academic Review Worksheet* (including a potential plan) until no further dialogue is needed, and the student will then be dismissed from the meeting.
- 2) The Academic Review Committee will then discuss, decide, and then designate an individual to document the outcome of the meeting using the *Academic Review Meeting Summary* form.
- 3) The *Academic Review Meeting Summary* form includes the Academic Review Committee's final decision regarding the student's future in the DPT program. If it is decided that the program will petition for the student to continue in the program, a detailed plan to encourage success will be outlined. However, any petition to Graduate Studies must be approved for a student to continue in the program.

After the Meeting

- 1) The *Academic Review Meeting Summary* form will need to be signed by the DPT Program Director or Director of Academics.
- 2) The Director who signed the Academic Review Meeting Summary form will notify the student (via email) of the Academic Review Committee's decision as soon as possible within 1 week of the Academic Review Meeting. This notification will include a copy of the completed *Academic Review Meeting Summary* form.
- 3) If the Academic Review Committee decides to allow a student to continue in the program, it is still up to the student to decide whether they want to continue in the program or not.
- 4) If the student decides they want to continue in the program, they need to sign the *Academic Review Meeting Summary* form where indicated, committing to follow-through with the documented plan, then return the signed form to the Director who sent it to them. This Director will then notify the Academic Review Committee in writing (email) of the student's decision.

- 5) If the outcome of the meeting is that the student may continue in the program, but the student decides to leave the program, the student must notify the DPT Program Director and the DPT Program Director of Academics in writing (email) as soon as possible. The Academic Review Committee will be notified of this decision in writing.
- 6) Any student who decides to leave the program must complete the official [KUMC Severance Form](#) and return it to the DPT Program Director of Academics and is requested to schedule a DPT Program Exit Meeting with the Director of Academics, where at a minimum, a general discussion of the student's experience in the program will be discussed.

Any student who is allowed to and also decides to take a Leave of Absence must complete the official [SHP Request for Leave of Absence Checklist](#).

The DPT Program Director or Director of Academics is responsible for writing any letters to Graduate Studies and/or Student Financial Aid necessitated by the outcome of the Academic Review Process. These may include, but are not limited to, a petition for an extension of probation, a petition for an individualized decelerated schedule, a financial aid appeal, etc.

The student is fully responsible for term enrollment, associated deadlines and any fees that may apply.

XXI. Academic Progress – Academic Review Committee

Policy

The Academic Review Committee will consist of the student's Student Success Coach (if applicable) and the DPT Program Director and/or the DPT Program Director of Academics, at a minimum. If the Student Success Coach is the DPT Program Director of Academics, the DPT Program Director will also be present. Other members of the DPT Program leadership team (Director of Admissions, Director of Clinical Education) may be invited to participate or need to participate if either the Program Director or the Director of Academics are not available.

Other faculty in the program (e.g., ICE coordinators, ICE seminar liaison, etc.) may also be a part of the Academic Review Committee, as determined and assigned by the DPT Program Director or DPT Program Director of Academics due to relevance for the purpose of the Academic Review meeting.

XXII. Academic Progress – Student Success Coach Assignment

Policy

Anytime a student is on academic probation, the student will be assigned a Student Success Coach, who will meet with the student early in the probationary semester to develop an individualized plan for ongoing student support and accountability. Once a student is assigned a Student Success Coach, that person will be a member of the student's Academic Review Committee (if available) as long as they continue as that student's Student Success Coach.

Procedure

Any student who receives a letter grade of "C" in **two** courses during one semester will be offered a Student Success Coach for the subsequent semester even if not on academic probation. The DPT Program Director of Academics will reach out to this student to communicate this opportunity prior to the subsequent semester; this student may also reach out to the DPT Program Director of Academics once they know their course grades. If this student accepts the Student Success Coach opportunity, the process outlined elsewhere will be

followed. This student will be assigned the Student Success Coach for only the subsequent semester unless other circumstances (e.g., academic probation) warrant a continuation beyond the subsequent semester.

When a student success coach is needed, success coach assignment will be based on several factors including, but not limited to, student success coach load distribution, student success coach availability, timing related to course instruction, and student need.

XXIII. Academic Progress – Student Success Coaching Sessions

Policy

A Success Coaching Session is designed to allow a student and their assigned Success Coach to establish or modify an *Academic Success Plan*. All Academic Success Plans will be documented. Two forms are associated with the success coaching sessions and include the *Coaching Session Worksheet* and the *Academic Success Plan*. The forms and documentation associated with the success coaching sessions will be started anew *each* semester a student is on academic probation. *All students will have access to these blank forms and may use them as they feel might be helpful for their own academic self-assessment and reflection.*

Procedure

The two forms that students will need to complete are available in Blackboard. They can be found within the PTRSAT Students Organization. Specifically, these forms can be located within the “Academic Review & Student Success Coaching Documents” folder within the “PT Students” folder.

Initial Success Coaching Session

The frequency of coaching sessions will be determined during the initial coaching session with a minimum of one coaching session per semester.

Prior to the Initial Success Coaching Session

At least 1 week prior to the coaching session, the student will be required to complete the LASSI (Learning and Study Strategies Inventory) and submit their results to their assigned Success Coach. The student should reflect on their results and use them to help inform their completion of the *Coaching Session Worksheet*.

At least 3 days prior to the initial coaching session, the student will be required to complete the *Coaching Session Worksheet* and submit it to their Success Coach. This worksheet follows the SOAP format in the context of academic performance and will be used to facilitate the coaching session.

- The S (subjective) component allows the student to, after reflection, share their perspective and feelings on their circumstances. This component allows them to identify how the situation is impacting them as a learner and as an individual.
- The O (objective) component allows the student to explicitly outline the reasons (e.g., academic performance/grades in courses, etc.) for their academic standing and potential consequences.
- The A (assessment) component allows the student to, after reflection, document factors they feel may be contributing to their academic performance (e.g., well-being, mental health, attitude, sense of belonging, knowledge gap, test-taking skills, study skills, life and/or personal circumstances, etc.). The student’s LASSI results may be a valuable tool while reflecting. It is important for the student to be able to reflect on the assessment component before a plan for success can be developed.

- The P (plan) component allows the student to identify what academic success would look like for them and any possible strategies to facilitate this success, including potential resources and support needed.

The Success Coach will review the completed *Coaching Session Worksheet* prior to the initial Success Coaching Session.

During the Initial Success Coaching Session

During the coaching session, the Success Coach will dialogue with the student using the GROWS model to develop the student's *Academic Success Plan*, according to the following outline:

- Discuss the Subjective component of the student's *Coaching Session Worksheet*.
- Goals for academic success
 - What is required to no longer be on academic probation (e.g., GPA, performance in courses, etc.)?
 - Other goals
 - These should be SMART (specific, measurable, achievable, realistic, time-based).
- Reality of the situation (*the Objective component*)
 - What is the current situation?
 - What are the consequences of not meeting the goals of the success plan?
 - What are the internal or external obstacles need to be overcome? (challenges)
- Options/Opportunities to meet the defined goals (*informed by Assessment component*)
 - What are possible strategies to overcome obstacles?
 - What are possible strategies to achieve success?
- Way forward (*informed by the Plan component*)
 - Which options make sense right now?
 - What resources will be needed?
 - What are the next best steps?
 - How will you know if these options are not working?
 - What might be some alternative plans?
- Success
 - How will you know you have achieved your goal(s)?
 - What would success look like (e.g., academically, personally, etc.)?

The *Academic Success Plan* will be finalized and documented during the last 10-15 minutes of the coaching session, at which point the student and the Success Coach will sign and date the document (electronic signature allowed).

After the Initial Success Coaching Session

After the coaching session, the success coach will send the completed *Academic Success Plan* to the student via email as both a pdf and as a Word document, for the student's records, and save the file to the private and secure department drive.

The student will be responsible for requesting future coaching sessions with the assigned Success Coach.

The *Academic Success Plan* may be referenced for Academic Review purposes.

Subsequent Success Coaching Sessions

Three days prior to a subsequent coaching session, the student will be expected to update the most recently completed *Academic Success Plan* and send the updated plan to their Success Coach.

During the coaching session, the updated *Academic Success Plan* will be used to facilitate dialogue and finalize changes to the *Academic Success Plan*.

During the coaching sessions, final updates to the *Academic Success Plan* will be made during the last 10-15 minutes of the coaching session.

The updated *Academic Success Plan* will require new dated signatures from both the student and the Success Coach.

After the meeting, the Success Coach will send the updated *Academic Success Plan* to the student via email as a pdf document and as a Word document, for the student's records, and save the file to the private and secure department drive.

The updated *Academic Success Plan* may be referenced for Academic Review purposes.

XXIV. Program Matriculation and Practical Exams

Policy

The DPT program values clinical readiness for students' full-time clinical experiences. If a student does not pass the final practical exam in Cardiopulmonary Physical Therapy (PTRS 826, semester 6), Neurologic Physical Therapy II (PTRS 853, semester 6) or Orthopedic Physical Therapy III (PTRS 846, semester 7), the student will not pass that course and will not be allowed to matriculate forward in the program as per Graduate Studies policy related to failed courses. A possible deviation from this policy for exceptional cases is outlined below.

Procedure

As per course syllabi, if students in the aforementioned three courses do not pass the final practical exam on the first attempt, a retake practical exam will be required. If the student passes the retake practical exam, the student's recorded score for the course will be determined as outlined in the course syllabus. Further remediation may be required at the discretion of the Course Coordinator and the Director of Clinical Education to progress to full-time clinical experiences but will not affect the recorded score for the practical exam. If the student does not pass the retake practical exam, the student will receive an "F" grade for that course, regardless of course performance otherwise. Students will therefore not be allowed to matriculate forward in the program as per Graduate Studies policy related to failed courses, until they have successfully retaken and passed the course. *In exceptional cases*, after failing the retake practical exam, the student may be offered one additional retake practical exam to determine final course outcome.

XXV. National Physical Therapy Examination

All students that intend to practice as a physical therapist in the United States must pass the [National Physical Therapy Examination](#) (NPTE). The National Physical Therapy Examination is delivered by the [Federation of State Boards of Physical Therapy](#) (FSBPT). Details regarding test dates, deadlines, and jurisdiction information is found on the FSBPT website.

Students are strongly encouraged to use the "[Journey Map](#)" available on the FSBPT website to navigate the processes associated with the NPTE. The Journey Map requires knowledge of the state in which the graduate plans to become licensed in as a physical therapist. Each state has unique requirements that may influence your ability to take the NPTE prior to graduation. Kansas allows students who are in the last semester of their academic program to be eligible to take the NPTE prior to graduation (April); however, the DPT program would first need to validate a student's graduation with FSBPT for that student to register for the NPTE. NPTE testing is also available in July.

In order to register for the NPTE, our DPT program has to first initiate the creation of an FSBPT account for each student enrolled in the DPT program. This is done at some point during semester 2 of the DPT program. Each student is encouraged to finish their FSBPT account creation *prior to* the end of the final Fall semester (semester 8) in the DPT program.

In addition, after grades are entered for the final Fall semester, the DPT leadership team will meet to decide which students meet the following criteria and will be validated for graduation with FSBPT, which is required to register for the NPTE.

Criteria to be validated for graduation:

- 1) Student has completed their FSBPT profile.
- 2) Student is enrolled for the final Spring semester.
- 3) Student is on track to graduate from the DPT program on time.
- 4) There are no academic or clinical concerns with the student (e.g., incomplete, contingency grades, or failing grades for previous clinical courses, need for or presence of a performance improvement plan, etc.)
- 5) There are no other circumstances that would warrant non-approval.

Students who meet the above criteria will be validated for graduation with FSBPT by the DPT program prior to the start of the final spring semester of the DPT program. Upon approval, students receive notification from FSBPT (via email) that they their graduation has been validated and that they may register for the NPTE through FSBPT. *Although approved to register and take the NPTE prior to graduation (April), it is important for students to consider carefully whether this would be the best decision for them or not.* Students who do not meet the above criteria and are therefore not validated for graduation as described above will be informed as such by the DPT program Director of Clinical Education (DCE).

Students who are not validated for graduation will not be allowed to take the NPTE prior to graduation. Depending on the specifics surrounding each student's circumstances, their graduation may or may not be validated in time to register for the July NPTE. The PT Program Director, PT Director of Academics and DCE will make this decision on a case-by-case basis. Many factors may be considered including the nature of the clinical education course incompleteness/failure, the requirements necessary for remediation, the deadline for NPTE registration, etc. The DCE will inform the students of any decisions made.

XXVI. Physical Therapist Licensure

Physical Therapist licensure is granted by U.S. state licensing jurisdictions.

The [Kansas State Board of Healing Arts](#) (KSBHA) is the Kansas licensing agency. In Kansas, obtaining a temporary physical therapy license would allow a graduate to practice as a Physical Therapist prior to taking the NPTE, if taking the NPTE in July. Please see the [KSBHA website specific to Physical Therapist](#) for more information.

The PTRSAT department and DPT Program Director of Academics are available to assist students in completion of those application materials that require campus (Registrar) or department signatures and/or seal. *It is solely the students' responsibility to pursue licensure including investigation of licensure requirements in any state jurisdiction.*

XXVII. Retention and Student Outcomes Statistics

A summary of graduate performance (graduation rate, first-time and ultimate licensure exam pass rate, employment rate within 2 years) for the last 4 graduating classes of the KUMC DPT program can be found on the [Accreditation and Outcomes webpage](#).

XXVIII. Job and career opportunities:

The American Physical Therapy Association hosts a searchable, web-based [career center](#). [Classified ads](#) through APTA Kansas may also list some job opportunities.



DPT STUDENT CLINICAL EDUCATION HANDBOOK

CLASS OF 2026

Learning is experience. Everything else is just information.

Albert Einstein

TABLE OF CONTENTS

| | |
|--|-----------|
| PHYSICAL THERAPY PROGRAM: CLINICAL EDUCATION | 4 |
| Department Mission Statement | 4 |
| Values Statement | 4 |
| Clinical Education Definitions | 4 |
| Director of Clinical Education (DCE) | 4 |
| Site Coordinator of Clinical Education (SCCE) | 4 |
| Clinical Instructor (CI) | 4 |
| Preceptor | 4 |
| STANDARDS OF PERFORMANCE AND PROFESSIONAL EXPECTATIONS | 5 |
| Minimum Required Skills of Physical Therapist Graduates at Entry-Level | 5 |
| Code of Ethics | 5 |
| Medicare Reimbursement for Student Services | 5 |
| Student Supervision Guidelines | 5 |
| GUIDELINES FOR CLINICAL EDUCATION | 5 |
| Overview of The Clinical Education Process | 5 |
| Clinical Education Within the Curriculum | 5 |
| Integrated Clinical Experiences (ICE) | 6 |
| Full-time Clinical Experiences (CE) | 6 |
| Schedule and Time Lines | 6 |
| First Year | 6 |
| Second Year | 6 |
| Third Year | 7 |
| Site Requirements | 7 |
| Formal Written Agreement | 7 |
| Site Selection | 7 |
| Site Visits | 8 |
| Evaluation and Communication | 9 |
| Dissemination of Student Information | 9 |
| Clinical Competency Assurance | 9 |
| Clinical Experience Descriptions | 10 |
| PTRS 720: Integrated Clinical Experience I | 10 |
| PTRS 730: Integrated Clinical Experience II | 10 |
| PTRS 830: Integrated Clinical Experience III | 10 |
| PTRS 840: Integrated Clinical Experience IV | 10 |
| PTRS 920: Full-Time Clinical Experience I | 10 |
| PTRS 921: Full-Time Clinical Experience II | 11 |
| PTRS 922: Full-Time Clinical Experience III | 11 |
| PTRS 923: Full-Time Clinical Experience IV | 11 |
| PTRS 924 Specialized Clinical Experience | 11 |
| STUDENT RESPONSIBILITIES | 12 |
| Expectations | 12 |
| Integrated Clinical Experiences: | 12 |
| Full-Time Clinical Experiences: | 12 |

| | |
|--|-----------|
| Travel and Expense Expectations | 13 |
| Clinical Experience Objectives | 13 |
| Rules and Regulations | 13 |
| Dress Code | 13 |
| Attendance and Absences | 14 |
| Holidays | 15 |
| Religious Accommodations | 15 |
| Student Liability Insurance | 16 |
| Criminal Background Checks | 16 |
| Health Insurance | 16 |
| Immunizations | 17 |
| CPR | 17 |
| Drug Screening | 17 |
| Potential Health Risks | 18 |
| Exposure or Workplace Injury Plan | 18 |
| Patient Incidents or Injury | 18 |
| Restrictions During Full Time Clinical Experiences | 18 |
| Statement on Disability | 18 |
| Accommodation for Disability | 19 |
| Patient Rights | 19 |
| Professional Behavior | 19 |
| Institutional Property | 19 |
| HIPAA Compliance | 19 |
| Reporting Incidents | 20 |
| Statement of Student Responsibility | 20 |
| INTEGRATED CLINICAL EDUCATION COURSE COORDINATOR | 20 |
| Roles and Expectations | 20 |
| DIRECTOR OF CLINICAL EDUCATION (DCE) RESPONSIBILITIES | 21 |
| Roles and Expectations | 21 |
| Full-Time Clinical Experience Assignments | 22 |
| CLINICAL SITE ASSIGNMENTS | 23 |
| Site Coordinator of Clinical Education (SCCE) Roles and Expectations | 23 |
| Clinical Instructor (CI) Roles and Expectations | 23 |
| ICE Site Coordinator Roles and Expectations | 24 |
| Clinical Faculty Privileges | 24 |
| Student Confidentiality | 25 |
| EVALUATION OF THE CLINICAL EXPERIENCE | 25 |
| Evaluation Tools | 25 |
| Student Performance Expectations | 25 |
| Integrated Clinical Experiences | 25 |
| Full-time Clinical Experiences | 25 |
| Student Self-Assessment | 26 |
| Grading | 26 |
| Clinical Remediation Policy | 26 |

| | |
|---|-----------|
| CONFLICT RESOLUTION | 26 |
| Student Grievance During Clinical Experiences | 26 |
| Clinical Instructor Grievance | 27 |
| Clinical Site Grievance | 28 |
| Termination of Clinical Education Experience due to Student Performance | 28 |
| CLINICAL EDUCATION PROGRAM AND FACULTY EVALUATION | 29 |
| Student Evaluation of the Clinical Experience | 29 |
| Evaluation of the DCE | 29 |
| Evaluation of the ICE Coordinator | 29 |
| Evaluation of the Clinical Curriculum | 29 |
| CONFIDENTIALITY POLICY | 30 |

ACRONYM INDEX

| | |
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| DCE | Director of Clinical Education |
| CI | Clinical Instructor |
| ICE | Integrated Clinical Experience |
| SCCE | Site Coordinator of Clinical Education |
| PTRS | Physical Therapy & Rehabilitation Science |
| KUMC | Kansas University Medical Center |
| SHP | School of Health Professions (University of Kansas) |

STANDARDS OF PERFORMANCE AND PROFESSIONAL EXPECTATIONS

Department Mission Statement

The mission of the Department of Physical Therapy, Rehabilitation Science, and Athletic Training is to achieve excellence and leadership in education, research, and healthcare through a collaborative, innovative, and evidence-based approach, while integrating diversity, equity, and inclusion.

The Doctor of Physical Therapy program at the University of Kansas Medical Center continually strives to develop caring physical therapists who exemplify the highest level of clinical expertise and knowledge and are prepared to enrich the dignity and quality of the human experience by optimizing movement and maximizing functional potential.

Values Statement

Leadership. KUMC DPT faculty and students are recognized leaders in the profession through a high level of engagement on the campus, within the university, the profession and the community and state that we serve.

Social Responsibility. KUMC DPT faculty and students continually strive to model the highest standard of ethics, aspire to cultural competency, and advocate for all members of society.

Patient-centered, compassionate. KUMC DPT faculty and students are committed participation in interprofessional collaboration to provide the highest quality, safest patient care.

Innovation. KUMC DPT faculty and students are committed to lifelong learning that supports personal and organizational improvement, to be effective change agents, and to translation of emerging evidence to clinical practice.

Knowledgeable/expertise. KUMC DPT faculty and students are recognized for highly competent and knowledgeable professionals positioned to make substantial contribution in research, education, and clinical practice.

Clinical Education Definitions

Director of Clinical Education (DCE) – The academic faculty member who is responsible for planning, directing, and evaluating the clinical education program for the academic institution, including facilitating clinical site and clinical faculty development.

Site Coordinator of Clinical Education (SCCE) - The individual employed by the clinical site who administers, manages, and coordinates clinical assignments and learning activities for students during their clinical education experience. This person determines the readiness of persons to serve as preceptors and clinical instructors for students, supervises preceptors and clinical instructors in the delivery of clinical education experiences, communicates with the academic program regarding student performance, and provides essential information to academic programs.

Clinical Instructor (CI) - The physical therapist responsible for the physical therapist student and directly instructs, guides, supervises, and formally assesses the student during full-time clinical education experiences. When engaged in full-time clinical education designated to meet the minimum number of weeks required by CAPTE, the clinical instructor must be a licensed physical therapist with a minimum of one year of full time (or equivalent) post licensure clinical experience.

Preceptor - An individual who provides short-term specialized instruction, guidance, and supervision for the physical therapist student during a clinical education experience. This individual may or may not be a physical therapist as permitted by law.

STANDARDS OF PERFORMANCE AND PROFESSIONAL EXPECTATIONS

Minimum Required Skills of Physical Therapist Graduates at Entry-Level

The KUMC DPT program bases its program goals and student expected competencies on the APTA document, Minimum Required Skills of Physical Therapist Graduates at Entry-Level (APTA 2005), Code of Ethics which defines ethical behavior and standards for accountability for ethical practice and behavior, and PTRS Department Technical Standards. The documents can be accessed at: [APTA Minimum Required Skills \(PT\)](#), [APTA Code of Ethics \(PT\)](#) and [Technical Standards](#).

Medicare Reimbursement for Student Services

Patient care provided by students is not reimbursable for patients with Medicare Part B. This regulation only applies to outpatient services. Student minutes can count for patients with Medicare Part A in skilled nursing facilities and inpatient settings where the supervising therapist will determine if the individual student needs to be supervised in the line of sight but at minimum must be direct supervision as defined by the APTA. Regulation is specific to the type of clinical setting. The APTA has suggested strategies for adherence to Medicare regulations during clinical education: [APTA Medicare Payment](#)

Student Supervision Guidelines

It is the position of the APTA that student physical therapists, when participating as part of a physical therapist professional education curriculum and when acting in accordance with APTA policy and applicable state laws and regulations, are qualified to provide services only under the direction and direct supervision of the physical therapist who is responsible for patient management during full-time clinical experiences. Direct supervision means the physical therapist is immediately available for direction and supervision [APTA Levels of Supervision](#). The physical therapist will have direct contact with the patient during each visit that is defined in the Guide to Physical Therapist Practice as all encounters with a patient in a 24-hour period. Students are also required to abide by any policies of reimbursement sources and state practice acts.

To promote a broader understanding of interprofessional care and the roles and services of various health care providers, students will be supervised by a primary physical therapist, but may be assigned to work with other members of the healthcare team during integrated clinical experiences, scheduled during the first and second year of the didactic curriculum.

GUIDELINES FOR CLINICAL EDUCATION

Overview of The Clinical Education Process

Clinical Education Within the Curriculum - Clinical education is divided into two distinct sections: integrated clinical experiences (ICE) and full-time clinical experiences (FTCE), sometimes referred to as clinical rotations. The entire clinical education program is an essential part of the physical therapist education program. Clinical education not only allows the student to practice and apply concepts and skills learned in the classroom to the real-world setting; it also allows the student to expand their didactic knowledge, develop necessary communication and interpersonal skills, develop good work habits, develop clinical competencies, and identify role models. Obtaining a wide variety of experiences

fosters the development of a well-rounded, versatile physical therapist and allows the student to assess their future goals and needs. The clinical education program is designed to prepare the graduate for entry-level, generalist practice. While some full-time clinical rotations may offer specialized experiences beyond entry-level, general practice that is representative geographically is the priority in overall clinical education program assignments.

Integrated Clinical Experiences (ICE) - Integrated Clinical experiences are individual courses within the curriculum that contain clinical and classroom components. Academic and Clinical Course Coordinators are responsible for assigning clinical sites, managing supervision and evaluation, and assessing student performance in the class. Students will rotate through designated sites as determined by the course coordinators.

Full-Time Clinical Experiences - The DCE is responsible for scheduling and assigning students to all full-time clinical experiences. Students are given opportunities to share information with the DCE regarding their interests and preferences for locations and types of facilities for each semester of full-time clinical experiences. Clinical assignments are based on multiple factors including the availability of placements and most likely will involve out-of-town travel. With the goal of generalist practice, students must successfully complete at least 9 weeks in an inpatient setting and 9 weeks in a general or orthopedic outpatient setting as a requirement.

The Department of Physical Therapy Rehabilitation Science, and Athletic Training currently has contractual arrangements with nearly 300 facilities and practices within the United States and in foreign countries. Students are sent only to those facilities in which an affiliation agreement exists. The active list of clinical education sites is available on the current clinical education tracking system.

Student accessible files containing facility information are located on the clinical education management system (EXXAT) and the Class Folder on Blackboard. Students are encouraged to utilize information in developing their preferences and rationale for requesting placement at a specific facility. Feedback from students who are currently in the program and have already been assigned to specific facilities is a great source of informal assessment of the opportunities available. The DCE can also provide valuable insight into the clinical sites you may wish to consider. More information about clinical education is available in the Clinical Education materials provided to students before each clinical education rotation and is also located on the [PTRSAT Department website](#).

Schedule and Timelines

Clinical education is an essential part of the preparation of physical therapists. The DPT curriculum provides clinical education in a variety of practical settings through integrated clinical experiences during the first two years of the curriculum and full-time clinical rotations during the last year of the curriculum. Students are expected to attend sites in the major areas of physical therapy practice.

| | |
|--------------------|---|
| First Year | Integrated Clinical Experience I – semester 2 (fall, first year) |
| | Integrated Clinical Experience II – semester 3/4 (spring of first year or summer between first and second year) |
| Second Year | Integrated Clinical Experience III – semester 5 (fall, second year) |
| | Integrated Clinical Experience IV – semester 6 (spring, second year) |

| | |
|-------------------|---|
| Third Year | Full-time Clinical Experience I-II – (9-12wks) offered during the fall semester of the third year |
| | Full-time Clinical Experience III-IV: (9-12wks): offered during the final spring semester |

The length of full-time clinical experiences is based on site availability and preference. There is limited availability of modified timelines under special circumstances such as international travel or modified interprofessional education opportunities. This must be arranged in advance through the DCE.

Site Requirements

The goal of the clinical education curriculum is to build competency in generalist physical therapist practice that is representative of practice geographically and across the lifespan. To achieve this goal, students participate in integrated clinical experiences (ICE) in different settings; inpatient acute and/or skilled and outpatient settings during the first two years of the curriculum before beginning full-time clinical experiences. Sites for integrated clinical experiences are limited to specific partnering facilities in the Kansas City metropolitan area.

Sites for full-time clinical experiences are located throughout the United States. In addition, there are international sites available during full-time clinical rotations in Central America, Europe, Africa and Asia. The current listing of international opportunities is available in the class folder on Blackboard and in EXXAT. Full-time clinical rotation assignments are made based on program requirements, student's educational needs, and availability of appropriate sites. If the site has changes to their information, they can make changes directly in EXXAT or contact the KUMC clinical education administrative assistant with the changes to ensure records are current.

Full-time clinical rotations are available in acute, sub-acute, and rehabilitation hospitals, ambulatory care centers, private practices, nursing homes, inpatient and outpatient pediatric facilities, occupation medicine, home health, school districts, child development centers, and some specialty areas such as golf performance, hippotherapy, burn care women's health, oncology or neurology. Full-time clinical experiences are typically assigned at least 6 to 12 months in advance. Students are assigned by the DCE to clinical sites in the summer semester each calendar year. Matching is based on site availability, student preference and compatibility considerations.

At no point in time should a student contact a clinical site to arrange a full-time clinical rotation or an ICE placement. This will result in the student not being allowed to do a full-time clinical rotation or ICE placement at the contacted site and may result in disciplinary action.

Formal Written Agreement

Before any students are assigned to any clinical placements at a specific facility, a legal written agreement must be completed. Formal written agreements exist for all facilities participating in clinical education.

Site Selection

The department tries to select, develop and maintain quality clinical sites. The sites that provide integrated clinical experiences, while limited, have an ongoing close relationship with our department. These sites are pre-selected by the department to match the curricular goals of the ICE

program. Students are assigned by the course coordinator to rotation groups through the different facilities. Student requests for group assignment or rotation placements are not allowed.

Many of the program's full-time clinical rotation sites are located throughout Kansas. It is often more fiscally opportune for students to stay in-state and as a state institution, we strive to place students in area clinics to be an active contributor in meeting the needs of our state. Sites are selected based on the following criteria:

1. Compatibility of the academic program and clinical education site philosophy.
2. Commitment to equal opportunity.
3. Clinical site physical therapy services are provided in an ethical and legal manner.
4. Clinical site administrative support of clinical education is demonstrated.
5. Clinical education experiences are planned to meet objectives of the program, clinical site, instructor, and individual student.
6. The site offers a stimulating environment appropriate to the learning needs of students, including an adequate number of qualified Clinical Instructors (CIs) needed to meet student needs.
7. Clinical Instructors demonstrate clinical competence, professional conduct, and effective instructional, supervisory, communication, interpersonal and performance evaluation skills. Clinical Instructors should be active in professional activities.
8. The site demonstrates a willingness to offer clinical experiences on an ongoing routine basis.

The DCE may consider developing additional sites at the request of students, only if the proposed site provides an exceptional learning experience that meets the ongoing educational needs of the program. Areas of development currently include certain specialty practices, inpatient sub-acute rehabilitation, and acute care hospitals. They **do not** include general outpatient clinics. The areas of development may change over the course of the time students are in the program, so students inquiring about new site development will need to contact the DCE. New clinical contracts **will not** be developed for the purposes of the students wanting to travel, stay near friends or family, or to procure post-graduation employment.

Clinical sites may initiate contact with the DCE to inquire about becoming an affiliating site. Students interested in a new site may contact the facility to gather information about the willingness to accept students from a new contract and contact information. Students then forward this information to the DCE. At this point, further communication is assumed by the DCE and the potential of formulating a long-term clinical education relationship is determined. Clinical education program initiation information is sent containing affiliation agreement (unless use of a facility specific contract is requested), and overview of the curriculum.

Site Visits

During integrated experiences, course instructors may make periodic visits to the participating clinics while students are present. Visits to full-time clinical rotation sites by the DCE are typically scheduled to occur every 2-3 years for routinely used facilities within the Kansas City metropolitan area. Routinely used sites within a 300-mile radius may be visited approximately every 3-5 years. Sites not routinely used or outside the 300-mile radius may not receive a visit but will be screened using other communication methods. Most site visits are performed in conjunction with student placement at the facility. Site visits may be in-person or virtual. Phone consultations may be scheduled with the student and/or clinical instructor when in-person or virtual site visits are not performed. A site may request that the DCE or other

faculty members provide their staff with consultation, or a workshop/presentation.

Evaluation and Communication

Evaluation of clinical education program sites will occur during and at the completion of each course. Evaluation is ongoing and occurs both formally and informally regularly through written and verbal communications with the facility and student. Information is kept in the current clinical education management system (EXXAT) for learning opportunities meeting the basic site selection standards and the APTA Guidelines and Self-Assessment for Clinical Education.

The DCE documents site visits and phone consultations as an informal means of gathering meaningful information used to develop a closer relationship with clinical sites and clinical instructors. Formal evaluation is completed online using the Student Evaluation of Clinical Experience and Clinical Instruction. Ratings of either student program needs further development or student clinical education program is not adequately developed triggers exploration by the DCE as to the reasons for such ratings from the students and if necessary, discussion with the facility.

It is suggested that the clinical sites complete a self-assessment using the APTA Guidelines and Self-Assessments for Clinical Education available on the DPT Program's [Clinical Education webpage](#).

Dissemination of Student Information

Prior to integrated clinical experiences, the participating facilities will receive the list of student's names, contact information, assigned days and times for all students assigned to their site. Students will be responsible for maintaining/meeting their assignments as scheduled.

Prior to the full-time clinical rotation, a placement letter indicating student's name, picture and contact information is provided to the assigned site. The student's working CV/resume and the individual goals will also be sent by them at least one month prior to each FTCE rotation start date.

The current Clinical Education Handbook is available online to each student in Blackboard and EXXAT. Clinical instructors and ICE preceptors have access to the handbook and course materials in EXXAT. It is the student's responsibility to share this information with their CI and to inquire about the specific site requirements including clinical instructor work schedule, site requirements and dress code. Each student will maintain electronic documents sent to clinical instructor prior to beginning full-time clinical experiences.

Clinical Competency Assurance

Students must demonstrate reasonable progress in their clinical skills during the first two years in the curriculum. Successful completion of all didactic courses including skills-based lab courses is required for continuance through the curriculum. Academic instructors contact respective ICE coordinators to identify students who are not demonstrating the appropriate clinical competence for monitoring if student is currently engaged in ICE or for planning of future ICE courses. A remediation plan would be put in place by the academic instructor. The ICE program requires meeting the expectations and completion of assignments in each course as part of assessment designed to meet course objectives as they are listed in the course syllabi.

Before the first FTCE rotation begins, academic instructors must contact the DCE to identify students who are not demonstrating appropriate clinical competence. A remediation plan would be put in place by the academic instructor. The DCE should be informed of the plan and notified when the student has

successfully completed the remediation. Depending on the time the remediation is complete, the student may be able to attend the planned full-time clinical experience, or the clinical rotation will be reassigned by the DCE. Students must also show reasonable progress during their full-time clinical rotations as listed in the course syllabi.

Clinical Experience Descriptions

PTRS 720: Integrated Clinical Experience I (1 credit hour) - A series of weekly supervised clinical experiences and seminar sessions that provide preliminary opportunities for the application of didactic coursework in the clinical environment. Emphasis is placed on the development of professionalism, interpersonal and interprofessional communication, and problem-solving skills in the clinical setting, as well as basic physical therapy skills introduced in coursework.

***Prerequisite:** Successful completion of semester 1 of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum into the clinical environment.*

PTRS 730: Integrated Clinical Experience II (1 credit hour) - A series of weekly supervised clinical experiences and seminar sessions that provide opportunities for the application of didactic coursework in the clinical environment. In addition to basic physical therapy skills and procedures introduced in classes, emphasis is placed on the development of professionalism, teamwork, and leadership skills in the clinical setting.

***Prerequisite:** Successful completion of semesters one and two of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum into the clinical environment.*

PTRS 830: Integrated Clinical Experience III (2 credit hours) - A series of weekly supervised clinical experiences and one seminar session that provide opportunities for the application of didactic coursework in the clinical environment. In addition to physical therapy skills and procedures introduced in classes, emphasis is placed on the development of personal risk management skills, understanding the roles of the physical therapist, and interprofessional collaboration in the clinical setting.

***Prerequisite:** Successful completion of semesters 1-4 of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum into the clinical environment.*

PTRS 840: Integrated Clinical Experience IV (2 credit hours) - A series of weekly supervised clinical experiences and one seminar session that provide opportunities for the application of didactic coursework in the clinical environment. In addition to physical therapy skills and procedures introduced in classes, emphasis is placed on the development of customer service skills, understanding physical therapy practice in different settings, information management, and interprofessional practice skills in the clinical setting.

***Prerequisite:** Successful completion of semesters 1-5 of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum into the clinical environment.*

PTRS 920: Full-Time Clinical Experience I (6-8 credit hours) - Nine to twelve weeks of full-time clinical experience. During the clinical rotation, the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under

the supervision of an experienced physical therapist in clinical settings affiliated with the program.

Prerequisite: Successful completion of the first seven semesters of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve advanced intermediate level performance using the Web-CPI in all aspects of patient and practice management in selected settings including inpatient, outpatient or a setting of student's interest.

PTRS 921: Full-Time Clinical Experience II (6-8 credit hours) - Nine to twelve weeks of full-time clinical experience. During the clinical rotation, the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under the supervision of an experienced physical therapist in clinical settings affiliated with the program.

Prerequisite: Successful completion of the first seven semesters of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum, achieve half-way between advanced-intermediate and entry-level performance using the CPI-Web evaluation tool in all aspects of patient and practice management in selected settings including inpatient, outpatient or a setting of student's interest.

PTRS 922: Full-Time Clinical Experience III (6-8 credit hours) - Nine to twelve weeks of full-time clinical experience. During the clinical rotation, the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under the supervision of an experienced physical therapist in clinical settings affiliated with the program.

Prerequisite: Successful completion of the first seven semesters of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve entry level performance using the Web-CPI in all aspects of patient and practice management in selected settings including inpatient, outpatient or a setting of student's interest.

PTRS 923: Full-Time Clinical Experience IV (2-6 credit hours) - Three to nine weeks of full-time clinical experience. During the clinical rotation, the student will have the opportunity to develop the patient care skills needed for successful practice as a physical therapist. The student will work under the supervision of an experienced physical therapist in clinical settings affiliated with the program.

Prerequisite: Successful completion of the first seven semesters of the DPT curriculum or permission of instructor. The student should be able to integrate skills learned in didactic curriculum to achieve entry level performance using the Web-CPI in all aspects of patient and practice management in selected settings including inpatient, outpatient or a setting of student's interest.

PTRS 924: Specialized Clinical Experience (1-6 credit hours) - One and a half to nine weeks of clinical experience. During the clinical rotation, the student will have the opportunity to have exposure to a different health care system such as an international clinical experience, or a specialized area of physical therapy practice. This course is also used as a bridge between the fall and spring semester for 12-week full-time clinical experiences for maintaining the appropriately distributed credit hours. The student will be supervised by an experienced physical therapist in clinical settings affiliated with the program.

Prerequisite: Successful completion of the first seven semesters of the DPT curriculum **and** permission of instructor. Students are expected to follow the course requirements as outlined in the syllabus. For specialized practice or international placements, students develop their own specific learning objectives and provide an annotated bibliography supporting their learning objectives and any

applicable performance rubrics. Upon completion, the student will prepare and/or deliver a scholarly paper or presentation or for adapted domestic clinical experience, it will be designed to meet the specialized requirements of an analogous course in a DPT dual degree program.

STUDENT RESPONSIBILITIES

The student's role and level of expected function is stated in the individual course syllabi. Students are always expected to take responsibility for their own learning and demonstrate professionalism. It is the student's responsibility to inform the course instructor during integrated clinical experiences or the DCE during full-time clinical experiences as soon as a problem related to clinical learning is identified. The students must abide by the requirements of the clinical affiliation agreement and follow the Department Clinical Policies and Procedures.

Expectations

Integrated Clinical Experiences:

1. Complete all necessary documents including HIPAA training, criminal background check, drug screen, health information (immunizations, TB test) CPR training and signed confidentiality policy as directed by the course coordinator.
2. Use the student tracking system (EXXAT) and Blackboard to manage required documents and assignments. The EXXAT system is utilized for all clinical experiences and requires payment of a one-time user access fee. The PTRSAT Department pays for all registered students.
3. Comply with the policies and procedures of the clinical site and the Department of Physical Therapy, Rehabilitation Science and Athletic Training.
4. Fulfill all requests, duties and assignments made by the course coordinator and/or clinical supervisor.
5. Provide honest and constructive feedback to the clinical site and the course coordinator.
6. Timely attendance and active participation in all integrated clinical experience sessions.
7. Promptly reschedule make up time for any absences.
8. Adhere to the profession's Code of Ethics and comply with Guides for Professional Conduct and Professional Behaviors.

Full-Time Clinical Experiences:

1. Contact the site at least 4-6 weeks in advance to learn the specific requirements of the assigned site.
2. Provide all necessary documents (health information, criminal background checks, drug screens) to assigned site, either prior to their arrival or upon arrival on the first day.
3. Assume the cost associated with the clinical education experiences including travel, transportation, and housing.
4. Students must enroll in the appropriate clinical education course before the first day of the clinical rotation.
5. Review the required documents with Clinical Instructors within the first two days of their full-time clinical experience.

6. Comply with the policies and procedures of the clinical site and the Department of Physical Therapy, Rehabilitation Science and Athletic Training.
7. Fulfill all duties and assignments made by the clinical instructor and Director of Clinical Education within the time limit specified.
8. For web-based postings (such as discussion boards or Web-CPI), patient and clinical site identifiers will be removed, and discussion will remain in the educational context.
9. Provide honest and constructive feedback to the clinical site and Director of Clinical Education.
10. Adhere to the profession's Code of Ethics and comply with Guides for Professional Conduct and Generic Abilities.
11. Reschedule make up time for any absences.
12. Write a letter of appreciation to the appropriate individuals (e. g. clinical instructor, department supervisor, clinical site administrator) for the educational opportunities provided.
13. Students are to work through their DCE for clinical assignments and are not to contact established affiliating sites to gain a clinical placement. Such action will result in loss of the negotiated placement and/or potential disciplinary action.

Travel and Expense Expectations

Due to the requirements of clinical practice in rural Kansas and a variety of settings that are not always available in our local region, students are expected to travel outside the metropolitan area. Students must understand the additional responsibilities and obligations that are required during clinical education. These responsibilities include provision for reliable transportation, living expenses (housing, meals, etc.) and other potential expenses, (e.g. meeting the dress code or site compliance requirements). Students will be in the clinical setting full-time for approximately an average of 40 hours per week. Financial aid planning should include an expense budget for clinical education. The estimated cost may vary significantly from student to student and site to site. Students are responsible for their own transportation and living arrangements related to full-time clinical rotations unless otherwise supported by the clinical facility.

Clinical Experience Objectives

Each clinical education course has course objectives that are part of the course syllabus. Students are expected to create individualized measurable learning objectives compatible with their learning needs and the experiences offered at the clinical site. In addition, the clinical site may also have specific objectives they have developed. Learning experiences for students at the clinical site are developed to address all the possible relevant learning objectives.

Rules and Regulations

Dress Code - The student must adhere to the dress code of the facility. When students are working with patients, they are expected to conform to the dress requirements of the supervisory setting. For integrated clinical experiences, the student will receive dress code requirements of the facility in which they are assigned prior to the first day they are in the clinic. In contacting the facility prior to each full-time clinical experience, the student should ask about the attire requirements. The student should wear their KUMC student identification nametag visibly unless prohibited by the facility.

Attendance and Absences - As part of the professional education process for physical therapist students, prompt, regular full-time attendance is expected throughout clinical education. Students must arrive at all clinical experiences on time, allowing for adequate preparation to start the day. Repeated tardiness will not be tolerated and may result in failure of the course. The student must always adhere to the clinic time schedule. It is expected that the student completes 40 hours per week on average for full-time clinical experiences and 4 hours a week for ICE. Excused absences must be arranged and approved in advance with the course coordinator for ICE and the ICE preceptors. Excused absences during full-time clinical experiences should be made with the CI at the clinical facility. Students are expected to arrange make-up time for any sessions or days missed.

During full-time clinical rotations, the student may be permitted one (8-hour day) excused absence per rotation for travel between clinical sites over 550 miles apart. In the case of excused absences, the student and the clinical instructor will arrange additional hours either by extended clinic time (hours or days) or weekend hours. It is at the discretion of the clinical site whether this is acceptable. Students are strongly discouraged from anticipated or planned absences during any clinical rotations, including time off for job interviews.

In general, a student may be allowed up to **3 days** of **excused** absence per semester (per 18 weeks of FTCE time) for unanticipated absences including sick days, immediate family funeral leave, facility closure and/or other unanticipated absences. **Vacation time or interview time is NOT considered an excused absence. Excused absences are NOT considered discretionary or personal days.** The excused absence time may need to be made up if the student requires the clinical time to meet performance expectations. It is standard that students attempt to make up any time missed. More than 2 absences on any given clinical rotation will require permission from the DCE. Students must also contact the DCE promptly for more than three absences for the semester.

Unexcused absences will not be tolerated and may result in failure of the course. An unexcused absence is considered when the student has either failed to notify the clinical supervisor/instructor/preceptor of illness or failed to obtain permission from the supervisor/CI/preceptor prior to the absence. Any unexcused absence must be reported to the DCE by the student and SCCE/CI/ICE preceptor immediately.

In the event of illness, the student must notify the CI/ICE preceptor as soon as possible. If an illness or excused absences necessitates more than one day away from the clinical site, it is the responsibility of the student to notify the DCE/ICE coordinator as to the nature of the illness. If a student is absent for 3 consecutive clinical days on full time clinical experiences or 3 consecutive ICE sessions due to illness, the student upon returning must provide written assurance from a physician that they can return to assigned duties. If the student has missed 4 or more days over the semester due to illness, documentation from the physician will be required. A copy must be furnished to the student's clinical supervisor/instructor and to the DCE/ICE coordinator. It is at the discretion of the DCE/ICE coordinator in concert with the SCCE/CI/ICE preceptor as to how the missed clinical experience will be made up. In the case of prolonged absence, the clinical rotation may be ended, and the student will receive an incomplete for the class. An incomplete for a fall semester class may impact the student's ability to take the board examination in the spring semester and graduate on time, and an incomplete for the spring semester may impact the student's ability to graduate on time. A leave of absence may be sought by the student and will follow the School of Health Professions policy and procedures. Completion, reassignment, or remediation may be allowed depending on the circumstances.

In the event of inclement weather during full-time clinical rotations, best judgment by the student for travel to/from the clinical site will need to be exercised. If the student's judgment is to delay or cancel travel for the clinical day, the student must contact their CI as soon as possible for notification of plans and rationale. The student will also need to notify the DCE promptly.

In the event of KUMC campus closure for inclement weather, integrated clinical experiences will also be cancelled for the day. It is still the student's responsibility to notify the clinical site and follow the same procedure for the student's absence.

For those students who qualify and sign up to take the board exam in April, they will be granted the day of the board exam off.

The ICE course instructor/coordinator or Director of Clinical Education may modify the course attendance policy at any time throughout the semester if the students are notified in writing of the change.

If the student is unavoidably tardy, they should notify the clinical facility by telephone of the reason for the lateness. Even tardiness of a few minutes should be reported to the acting clinical instructor or preceptor immediately upon arrival. The student must also report the tardiness to the DCE or ICE coordinator within 24 hours. The SCCE or clinical instructor must report more than one episode of tardiness or leaving the facility early to the ICE coordinator or DCE for action decided by the academic faculty. Repeated tardiness or leaving the facility early will not be tolerated and may result in dismissal from the program.

Holidays - Students are granted standard holidays off (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving and Christmas Day) separately from excused absences. Since full-time clinical education functions in a real-world environment, students will follow the clinical instructor's schedule around holidays. If the CI works on days around the holiday and expects the student to be present, then the student will follow the CI's schedule. The CI is usually given make-up time off during the preceding or following week for working the holiday. The student may follow or be under the supervision of another licensed physical therapist any time the CI is absent.

Religious Accommodations - Information regarding the [Religious Accommodations Policy](#) can be found on the KUMC website. For students on full-time clinical rotations, the policy states: Students on clinical rotations may request an absence to observe a religious holiday from the appropriate Associate Dean and must also inform the director or coordinator responsible for placing the student. Details of the absence will be worked out directly between the student and their director/coordinator on an individual basis, following approval of the request by the Associate Dean. Modifications to schedules (including breaks for prayer), will be supported if these requests do not fundamentally alter the clinical course requirements, require substantial program modification, or pose safety risks to patients. Allotted non-workdays may need to be used to allow for schedule adjustments or to make up missed time which results from religious holidays or other religious-related absences. Students should make such requests for accommodation as soon as possible after the student's clinical rotation schedule is known or, at the latest, at the beginning of a course or clerkship.

A student may request to be excused from participating in specific healthcare and/or research procedures or other educational experiences where such care or experiences presents a conflict with the student's religious beliefs. At least 30 days prior to the start of the semester or rotation involving the specific health care, procedures, or experiences for which the exclusion is sought, or as soon as the

conflict is known. If within 30 days, the student must submit a request for accommodation with the appropriate Associate Dean and provide notice to their department chair. The request must include the specific aspects of care from which the student seeks to be excused and the reasons for making the request. The Associate Dean will discuss the request with the faculty involved to determine whether an exclusion or alternative educational arrangement can be provided without eliminating or fundamentally altering academic requirements or technical standards.

Student Liability Insurance. - The University provides professional liability insurance (malpractice insurance) for all enrolled students during clinical education experiences. Enrollment in a clinical education course is required for the insurance policy to be in effect and for the student to be onsite at the assigned clinical facility.

Criminal Background Checks. - Criminal background checks are required by most facilities providing clinical education. The student will complete a criminal background check through the Dean's Office that includes GSA Excluded Parties Testing System, Police/Criminal Background Check, Department of Health and Senior Services Employee Disqualification List and US Department of Human and Health Services List of Excluded Individuals/Entities. Students should have these completed before beginning integrated clinical experiences. Students are responsible for the fees incurred. The student must provide a copy of the criminal background check when requested by the facility in a timely manner. In some instances, facilities require additional criminal background checks of students in addition to the ones already completed for enrollment. If the process is not followed, it may delay ICE or full-time clinical placements.

The student must contact the DCE at least two weeks before the rotation begins in the event of any additional fees are required for the rotation. Fees may be charged for additional site requirements such as criminal background checks, site-specific software licensing or other site-based regulations such as drug testing. If proper notification is made with DCE prior to testing, additional fees may be paid by the program. If the student does not go through the DCE, they may be subject to assuming the added cost. The student is responsible for notifying the SHP office and Department Chair or Director of Academics of Academics if there is any newly reported criminal action(s) since the admission check. If there are any newly reported substance abuse offenses, additional CBC reports and/or drug screens may be requested at the expense of the student.

The student should notify the Department Chair, Director of Academics or DCE if an adverse criminal backgroundcheck exists. The School of Health Professions policy will be followed [Background Checks and Drug Screening for Students](#). If there are adverse findings from the criminal background check, that have not been reported by the student, the DCE or other members of DPT leadership team will contact the student for further clarification and/or discussion. The DCE is required to contact the clinical site in advance and notify them of the adverse finding. It will be at the clinical site's discretion whether they will accept the student for placement. Adverse findings may negatively impact the ability to place students in clinical facilities, which may in turn impact the student's ability to progress through the clinical curriculum and/or graduate. It should also be noted that depending on the nature of the adverse finding, the student might be able to successfully graduate but may not be eligible for licensure.

Health Insurance. - Students are required to provide their own health insurance. The student should provide proof of coverage to the clinical facility when requested.

Immunizations - To comply with OSHA requirements, students are required to have immunizations or serology reports completed prior to beginning the first integrated clinical experience including:

Measles, mumps, rubella (MMR)

Tetanus/ diphtheria/pertussis (Tdap) – within past 10 years

Varicella (chicken pox) series or previous illness

Hepatitis B series (or waiver)

Annual seasonal flu shots (or waiver)

*Students are required to have an initial two step TB screening (PPD) that is updated annually. A student who was immunized against TB or received treatment for TB and has a positive TB test needs to have a chest x-ray done to demonstrate that there is no evidence of active TB. Seasonal flu shots are also required

The COVID-19 vaccine may be required by some clinical facilities for ICE and/or FTCEs. Clinical assignments will be made without regard to their COVID-19 vaccine immunization status unless it is a requirement of the third-party site. Students may not decline an assignment due to being un-vaccinated unless a medical or religious exemption has been requested and denied by the clinical site. University of Kansas Medical Center forms for religious or medical exemption can be found at: [Student Affair vaccination exemption request forms](#). Information about source of exemption needed can be found in EXXAT or students may consult with the DCE. If a third-party site requires students be vaccinated to participate in a clinical or programmatic activity, un-vaccinated students would be precluded from participating and thus may delay the student's progress through the curriculum.

The University provides students access to needed immunizations and screening in the Student Health Center with the expense to be borne by the student. Proof of the above is required by all clinical facilities and must be completed prior to the first ICE course and must remain current for all remaining clinical education experiences. For those involved in international travel, additional immunizations may be required as determined by the [Office of International Programs](#). The student should carry a copy of their health records with them to the clinical facility as it may be requested by the facility for their records.

A physician's physical examination is also required by Student Health Services. [Student Health Forms](#) for all the above immunizations are available on Student Health Services website.

CPR - The student is required to maintain a current American Heart Association Basic Life Support (BLS Provider) certification, which includes both CPR and AED training, throughout all clinical education courses. Other lay person training programs cannot substitute for this requirement. The student should provide a copy to the clinical facility as requested.

Drug Screening - Drug screening is required by many clinical sites including those used for integrated clinical experiences. The student must pass a drug screen upon entry into the program and have it completed by July 1st. Students are encouraged to ask about these tests and to obtain information on avoiding ingesting anything that could cause a false positive result on a drug test. Full-time clinical experience sites may require an additional drug screen to be completed within a certain time frame prior to beginning their clinical rotation. The screening will be completed by the facility's guidelines and may be eligible for payment by the program. If a drug screen is positive, the SHP KUMC [alcohol and drug use policy](#) will be followed and the student may be dismissed from the program. For prescription medication use that yields a positive test result, documentation of medical certification for use will be required. Prescription drug use will be subject to all applicable laws and clinical site policies and may

prohibit the student's participation in clinical education courses. The student must contact the course coordinator for the initial integrated clinical experience, as this may affect ICE placement. The student must contact the DCE at least one week before the clinical rotation should any additional fees be required for drug screening. Fees may be charged for additional site requirements as addressed on page 16. If proper notification is made with the DCE; additional fees may be paid by the program. Current known additional requirements are kept in the clinical site information in EXXAT but students may check with the DCE regarding current individual facility policy.

Potential Health Risks - Clinical practice poses potential for exposure to hazardous materials, infectious agents, and personal injury. Prior to beginning the first integrated clinical experience, the student must be trained in standards for preventing transmission of blood borne and other infectious agents and must also successfully pass training in injury prevention and safe body mechanics modules on the online university orientation and compliance website. A student must complete any additional training required by the clinical site.

It is the student's responsibility to seek all the information needed to comply with the clinical site's policies including infection control, use/storage/labeling of hazardous materials, fire and emergency procedures, security, and incident reporting of personal or patient injury. A list will be provided online for specific integrated clinical experiences.

Exposure or Workplace Injury Plan - In the event of exposure to an infectious agent or hazardous material or injury at the clinical site, the student should seek treatment through the site's employee health department if available. Otherwise, treatment should be sought by a nearby qualified physician or urgent care center. The student must follow site protocol for injury or exposure reporting and must promptly notify the SCCE, CI, and DCE. Emergency services and treatment will be at the student's expense.

Patient Incidents or Injury - Students are to immediately report all incidents or accidents involving patient/clients to their clinical instructors and DCE. The CI should report the occurrence as required by facility policy and procedures. The Site Coordinator of Clinical Education or CI should contact the DCE to notify him/her of such incidents/accidents and discuss measures being taken. Students are advised to speak to no one other than the SCCE, CI and DCE regarding any incident or accident in which they were involved or which they witnessed during their full-time clinical rotation. All matters regarding such occurrences are to be processed according to the clinical facility's policy and procedures.

Restrictions During Full-Time Clinical Experiences - If you are unable to fully participate in the assigned full-time clinical experience either before and/or during the rotation, you must contact the DCE, and you will need a physician's order specifying the nature of the restriction. If known prior to the start date of the clinical rotation, it must be disclosed to the DCE. Temporary accommodation greater than 2 weeks will be arranged through the Academic Accommodations Services Office (G020 Dykes), 913-945-7035. Students will need to contact Cyn Ukoko to decide on arrangements to be made. The DCE will work with the SCCE and/or CI and the student to formulate a reasonable alternative for meeting the clinical education course requirements. If accommodation is not available, an incomplete grade is assigned and remaining clinical time may be repeated in a different facility that is able to provide accommodation.

Statement on Disability

Learning assistance, academic performance enhancement, and psychological services at KUMC are free,

confidential, and available at Student Counseling & Educational Support Services by calling 913-588-6580 or visiting G116 Student Center. To schedule an appointment online, you can visit the [Counseling and Educational Support Services](#) website or call the clinic directly. More information about location, services, hours, staff, screening and policy is available on their website.

Students in clinical education who, because of a disability, believes they may need accommodations to complete course requirements are encouraged to contact [Cynthia Ukoko](#) in the Academic Accommodations Services Office (G020 Dykes), 913-945-7035. It is encouraged to make contact as soon as possible to better ensure that such accommodation can be implemented in a timely fashion. Online appointments may also be made at [Student Health Services](#). Reasonable accommodation will be provided in accordance with the University of Kansas Medical Center's Americans with Disability Act compliance policy. Please go to the [Academic Accommodation Services](#) webpage for online information about academic accommodation.

Accommodation for Disability

The Department of Physical Therapy and Rehabilitation Science does not discriminate against any student based on disabling conditions. Any student with functional limitations should consult with academic and clinical faculty to determine mutually acceptable compensatory learning methods and activities that are equivalent substitutions for established performance standards. It is the student's responsibility to self-identify. Learning assistance, academic performance enhancement, and psychological services at KUMC are free, confidential, and available at the [Counseling and Educational Support Services](#) or by calling 913-588-6580. Any student who needs accommodation because of a disability in order to complete the course requirements should contact the DCE and/or the [Academic Accommodation Services](#) or by calling 913-945-7035, as soon as possible. If the student does not self-identify prior to beginning the integrated clinical experience or full-time clinical experience and problems arise, the student may be removed from the facility, experience a delay in the progression of the curriculum or potentially fail the clinical education course.

Patient Rights

The student is obligated to obtain informed patient consent. The student must disclose student status and provide the patient with the name of the supervising therapist. A patient has the right to refuse treatment by the student without effects on services.

Professional Behavior

Any behavior exhibited by the student deemed inappropriate by the ICE course instructor, DCE, clinical instructor and/or the SCCE will result in failure of the clinical education course in which the behavior is being displayed. Repeated or multiple issues with professionalism during any full-time clinical rotation may also result in course failure, probation, or dismissal from the program.

Institutional Property

All institutional (clinical site) resources are considered proprietary. The student may not remove or copy resources or materials from the clinical institution without the consent of the clinical director.

HIPAA Compliance

The student is required to complete training for awareness and compliance with the patient privacy regulations of the Health Insurance and Portability and Accountability Act (HIPAA) prior to beginning the

first integrated clinical experience and is a part of the student's annual compliance core training. An annual retraining is required thereafter. The student should carry a copy of the HIPPA certificate with them to the clinical facility as he/she may be requested to provide it to the facility for their records. The student must strictly adhere to standards. The student must protect patient confidentiality and is not to discuss the patient/patient condition outside the clinical setting. Patients may be discussed with classmates and faculty for educational purposes only. All patient and clinical site identifiers must be removed. The confidentiality policy for KUMC fellows, residents and students in the appendix (Exhibit A) is electronically signed in REDCap upon receipt of this handbook and prior to the first integrated clinical experience.

Reporting Incidents

An incident out of the ordinary involving or witnessed by the student at a clinical site should be immediately reported to the CI and the appropriate facility incident report should be filled out. The DCE should be contacted by the student and CI of the incident within 24 hours.

For an incident that involves staff, the clinical instructor and/or preceptor, the student should contact the DCE and/or ICE coordinator for a confidential debriefing to develop a course of action for the best interest of the student.

Statement of Student Responsibility

It is the responsibility of each student enrolled in this course to monitor grades and progress. Clinical education courses are graded on a Satisfactory/Unsatisfactory grade, and as such, will not affect the student's grade point average. Unsatisfactory grades will affect the progression through the curriculum.

Receiving a satisfactory grade in a clinical education course is necessary to continue in the program. Students who receive an unsatisfactory grade may have the opportunity to retake a clinical course **one time**. On full-time clinical experiences if a student feels that he/she is not doing satisfactory work prior to or at mid-term, the student is responsible for contacting the DCE to design a plan for improvement. Likewise, the clinical instructor should contact the DCE when performance is not within the expected range before or at midterm. The DCE will work with the clinical instructor and/or the student to develop a plan for improvement. Unsatisfactory clinical coursework may interrupt the student's ability to proceed within the curriculum or graduate. The student will need to enroll in, repeat and successfully complete the pertinent course to remain in the program and/or graduate. More than one clinical education course failure may result in dismissal from the program.

INTEGRATED CLINICAL EDUCATION COURSE COORDINATOR

Roles and Expectations

1. Assign and coordinate all eligible students to integrated clinical experience sites.
2. Orient students to the course expectations and guidelines and the required policies and procedures including any pertinent reference information.
3. Prior to ICE experience, insure student completion of appropriate compliance information (CBC, drug screen, health requirements and student handbook signature page).
4. Check for registration of student in ICE course enrollment.
5. Maintain open communication with clinical coordinators, supervisor and students during each integrated clinical education course.
6. Organize and manage seminars associated with each integrated clinical education

course.

7. Evaluate material submitted by students for fulfillment of the requirements of the clinical education course.
8. Evaluate preceptor assessment of student performance during ICE to assign grade and determine if remediation is needed.
9. If challenges, conflicts or problems arise during the student's integrated clinical education course, the course coordinator will maintain contact with the relevant person(s) and guide the conflict resolution process with the goal of achieving successful resolution.
10. Evaluate remediation needs and provide a remediation plan.

DIRECTOR OF CLINICAL EDUCATION (DCE) RESPONSIBILITIES

Roles and Expectations

The DCE is dedicated to facilitating successful completion of each full-time clinical education course of each student by fulfilling the following criteria:

1. Assure that written legal contracts between the University and all clinical sites are in place and updated as needed. A current signed affiliation agreement must be on file before assigning and sending a student to a clinical site.
2. Assign all eligible students to full-time clinical experiences.
3. Orient students to the purpose and process of clinical education, and the policies and procedures required.
4. Check for registration of students in full-time clinical education courses.
5. Maintain open communication with each clinical instructor and/or SCCE by any method deemed appropriate before, during and after assigned full-time clinical rotations.
6. Maintain reference information describing each clinical education site and its policies, procedures and resources.
7. Develop new clinical education experiences that meet the criteria and guidelines established by the department.
8. Provide pertinent course information to clinical instructors and students.
9. Evaluate material submitted by students for fulfillment of the requirements of the full-time clinical education course.
10. Evaluate the CI(s) assessment of each student's performance and determine the course grade in compliance with the stated criteria.
11. If challenges, conflicts or problems arise during the student's full-time clinical rotation, upon notification the DCE will maintain contact with the relevant person(s) with the goal of achieving successful resolution. The DCE serves as a resource to both students and clinicians to assist with resolution of issues that are identified during the experience and to provide advisement as necessary in collaboration with the clinical instructor and the student.
12. If deemed appropriate, terminate the student from the full-time clinical rotation.
13. Evaluate remediation needs, develop a remediation plan coordinating academic faculty involvement as needed prior to arranging remedial clinical experiences for students who are eligible for reassignment.
14. Provide affirmative feedback to clinical sites for providing clinical education experiences for the program's students.
15. Assess clinical education needs of the clinical instructors and clinical site.
16. Conduct or coordinate clinical education opportunities to facilitate development of the

skills of clinical instructors.

Full-Time Clinical Experience Assignments

To assist students in planning, it is requested that each clinical site complete a Clinical Site Information Form (CSIF) that provides information pertinent to clinical education. Students may also review feedback from previous students/graduates or seek information from the DCE. Some facilities also have specific criteria or objectives for clinical education that may also be useful in determining facility expectations. The DCE will inform students where this information may be obtained during the clinical education planning meeting. Students will have an opportunity to research available options and identify their preferences.

The DCE will be available to discuss the process and answer questions about student needs or specific facilities of interest during the clinical education planning meeting where student requests for clinical placement information is disseminated. **At NO time during the selection and assignment process, are students to contact clinical sites for procuring clinical assignments.** Students will rank the order of their preferences (the number as requested by the DCE) and submit their information to the DCE on or before the specified deadline. Please note that it is in the student's best interest to choose from available sites when selecting placement sites rather than hoping to be placed at a new site that may not transpire or for which a current contract does not exist.

The SCCE will be sent clinical preference forms requesting clinical placements in March of each year. Information received back from clinical sites will be recorded in the database. Assignments will be done by one of two methods, at the discretion of the DCE:

1. Computer database matching method using a randomized computer match.
2. Lottery method using by first reducing competition by assignment to uncontested slots and then randomly matching names from the pool of the remaining students requiring clinical assignment.

The DCE reviews assignments for alternative placements if deemed to be in the best interest of the students and/or program. Every reasonable effort will be made to share the rationale for reassignment with the student. Students will receive notification of their upcoming assignments and be given an opportunity to discuss any concerns with the DCE.

SCCEs are provided with finalized clinical placement information for the upcoming calendar year including filled and released time slots, updated clinical education policies and other relevant clinical education program information annually during the summer semester. Once assignments are made, the only changes allowed for students are for unexpected circumstances of hardship. The student may petition the DCE after the assignment has been made. The DCE will consider on an individual basis if the assignment creates a hardship. The DCE may consult with other faculty members, if needed, to determine the extent of the hardship. If hardship is determined, the student and DCE will work together to find another assignment that will allow the student to meet clinical education requirements. If the DCE decides a hardship is not present, the student must attend the assigned site or risk failing the course.

If a site becomes unavailable during a planned clinical rotation, the student will individually consult with the DCE who will make every reasonable effort to secure an equitable learning alternative. Records of site cancellations are kept for review.

CLINICAL SITE ASSIGNMENTS

Site Coordinator of Clinical Education (SCCE) Roles and Expectations

The SCCE is committed to facilitating successful student experiences by abiding by the following policies:

1. Describe the philosophy of the clinical site and provide consistent student expectations.
2. Prior to student placement, review the contractual agreement between the academic institution and clinical site to assure that these agreements are current.
3. Submit current information of the clinical site and CI staff to DCE and/or clinical education coordinator.
4. Keep confidential student records with personal information including evaluations secured.
5. Provide student orientation including safety, emergency, security procedures, department policies and “unwritten” policies that may impact student performance or evaluation.
6. Communicate with DCE to serve as an objective mediator between CI and student if necessary.
7. Provide consultation regarding learning experiences to the clinical instructor.
8. Assist in planning and problem solving with the CI/student team in a positive manner.
9. Communicate with the DCE regarding coordinating student assignments, maintaining a student schedule, clinical education planning and evaluation, and CI development.
10. Encourage feedback from students, CI(s), DCE and other interested colleagues.
11. Evaluate the resources and needs of CI(s) and facility.
12. Manage the site’s comprehensive clinical education program.
13. Supervise the educational planning, clinical experiences and evaluation of the CI and student.
14. Update facility information as needed or annually at a minimum.

Clinical Instructor (CI) Roles and Expectations

The role of the clinical instructor (CI) is multifaceted since the CI has multiple roles within their facility. As a CI, the focus is on teaching and facilitating the learning experience for each individual student to meet learning objectives. The CI is committed to facilitating the student’s successful completion of the full-time clinical experience by abiding by the following policies:

1. Structure the clinical experience to offer the best opportunity for the student to build on theoretical concepts and practical clinical skills.
2. Provide formal and timely student evaluation at midterm and the completion of each full-time clinical experience. Review the student evaluation with the student.
3. Understand the clinical education policies and procedures of KUMC including the procedures for student attendance, addressing deficit practice behaviors, full-time clinical experience termination, and/or student conflict.
4. Communicate with the DCE when the student has been advised of unsatisfactory performance, unsatisfactory progress, or when a remediation plan has been initiated.
5. Provide appropriate level of supervision of students that allows evaluation of student’s skills, knowledge and attitudes.
6. Provide timely formal and informal feedback.
7. Arrange for alternative student supervision and/or learning experiences considering CI absence/time off.

8. Work with the SCCE to provide student orientation of institution and departmental policies including any written and unwritten policies that impact student evaluation.
9. Maintain current, evidence-based practice.
10. Model professionalism and maintain a professional relationship with the student.

ICE Preceptor Roles and Expectations

The role of the ICE Preceptor is multifaceted since the preceptor has multiple roles within their facility. As a clinical preceptor, the focus is on teaching and facilitating the learning experience for each individual student to meet learning objectives. The ICE preceptor is committed to facilitating the student's successful completion of the integrated clinical experience by abiding by the following policies:

1. Structure the clinical experience to offer the best opportunity for the student to build on theoretical concepts and practical clinical skills, specifically communication and interprofessional care.
2. Provide timely student feedback at midterm (as able) and the completion of each integrated clinical experience. Review the student's ICE skills checklist with the student.
3. Understand the clinical education policies and procedures of KUMC including the procedures for student attendance, addressing deficit practice behaviors, and/or student conflict.
4. Communicate with the ICE Coordinator when the student has been advised of unsatisfactory performance, unsatisfactory progress, or when a remediation plan has been initiated.
5. Provide appropriate level of supervision of students that allows evaluation of student's skills, knowledge and attitudes.
6. Provide timely formal and informal feedback.
7. Arrange for alternative student supervision and/or learning experiences considering ICE preceptor absence/time off.
8. Maintain current, evidence-based practice.
9. Model professionalism and maintain a professional relationship with the student.

Clinical Faculty Privileges

SCCE's, CI's and ICE preceptors are considered Volunteer Clinical Faculty. The DCE and/or faculty members are available to provide seminars and in-services on clinical education at clinical sites. Academic faculty members are available to consult with clinical faculty on clinical research, clinical education or clinical projects. Clinical faculty members are invited to campus sponsored seminars, and continuing education courses sponsored by KUMC Department of Physical Therapy and Rehabilitation Science. Limited assistance may be available for clinical faculty to attend the APTA sponsored Credentialed Clinical Instructor Program course. Access to online library materials is available through the student during any clinical experience and access can be granted upon request by contacting the DCE. Opportunities may be available to participate in academic program activities such as clinical teaching in labs, guest lecturing, participating in certain committees, advisory groups and/or the student-run pro bono health clinic. The Kansas Board of Healing Arts has approved continuing education (CEU) credit for clinical instructors who supervise students. One contact hour is awarded for each documented 40 hours of supervision, for up to three (3) CEUs per reporting period (100-29-9 #13).

Student Confidentiality

The University of Kansas affords all its students their full rights as required by the Family Educational Rights and Privacy Act (FERPA). This law was enacted to protect the privacy of students and to provide for the right to inspect and review education records which are directly related to a student, and which are maintained by the University or by a party acting for the University including the clinical education site. The University may disclose personally identifiable information from the education records without the consent of the student to an outside contractor such as a clinical site who is a party acting for the institution and is performing a service which the institution would otherwise have to perform for itself. They are not permitted to disclose that information to others without the written consent of the student and that the information is to be used only for the purpose(s) intended. A student may request amendment of an education record's content on the grounds that the record is inaccurate, misleading, or otherwise in violation of the privacy of the student.

EVALUATION OF THE CLINICAL EXPERIENCE

Evaluation Tools

Integrated Clinical Experiences will use various sources of information as listed in the syllabus grading criteria to evaluate student performance. The APTA web-based Physical Therapist Clinical Performance Instrument (Web- CPI) is the official evaluation instrument used to evaluate student performance and professional development during full- time clinical experiences.

The student will use student driven goals and objectives, and the Web-CPI to self-assess their performance of different components of their clinical experience. The students will also complete an online student assessment of clinical site and their clinical instruction to evaluate the performance and student satisfaction with the clinical site and the clinical instruction in meeting the individual student's needs. The evaluation will be sent to the CI and/or SCCE following the completion of the full-time clinical rotation. Information collected on and from each facility is reviewed annually by the DCE.

Student Performance Expectations

Integrated Clinical Experiences. - Expectations of student performance is provided in the syllabus of each integrated clinical education course. Satisfactory completion of course assignments, self-assessments, clinical feedback and performance rubrics/check sheets provide the standards for measurement of performance.

Full-time Clinical Experiences. - Students are expected to reach the performance expectations outlined in the syllabus for each full-time clinical education course. CIs are expected to provide narrative comments to support unusually high or low ratings on all applicable performance indicators. CIs are encouraged to consult with the DCE for assistance in rating the student's performance as needed. A written midterm assessment is required. The DCE will contact each student via e-mail and each clinical instructor with the method previously indicated when students send in Web-CPI pairing information during the week of midterm.

Completion and timely submission of the student's midterm and final evaluation by the clinical instructor and student is expected. All evaluation material must be completed and returned to the DCE or in person by the student within one week after the completion of a full- time clinical experience or sooner if otherwise communicated by the DCE. When the evaluation materials are received, the DCE will review the content to assess whether performance standards were met. If clarification is required, the DCE will

consult with the CI, SCCE and/or student for supplemental information.

Student Self-Assessment

During specified integrated clinical experiences, student self-assessment and/or reflection will be a requirement of the course according to course guidelines. Students will complete a self-assessment of performance during full-time clinical experiences (PTRS 920- 923) using the Web-CPI. Students will also assess their individual student goals and objectives generated for each full-time clinical experience. A well-written objective should be written in SMART format and contain a performance statement that is written in behavioral and measurable terms describing what a learner will do. It contains a condition statement that indicates any restrictions or limitations under which the learner will perform. Lastly, it contains a criterion statement describing when or how the learner will do the task. The student goals and objectives should be reviewed with the clinical instructor at the onset of the full-time clinical education rotation and refined as needed with periodic review during the full-time clinical education experience.

Grading

Grading is based on a pass/fail basis and is the sole responsibility of the Course Coordinator of the ICE courses or the DCE for full-time clinical experiences. Satisfactory completion is based on the specific criteria outlined in the syllabus for each clinical education experience.

Clinical Remediation Policy

If successful completion of any integrated clinical experience or clinical education course is not attained during the normal time frame, the student may be terminated, placed on probationary status, given one opportunity to repeat the clinical experience course or extend the current clinical education course, depending on individual situation as evaluated by the ICE course coordinator or DCE in conjunction with feedback from the Director of Academics and/or program chair per the DPT program academic review process and policy. If student performance is unsatisfactory, the course coordinator or DCE will contact the student to gain the student's perspective of extenuating circumstances. Assessment of the circumstances will determine if the student is given a failing grade or an incomplete grade. The student will need to meet with the course coordinator or DCE to discuss and develop a plan to address remediation necessary to attain a passing grade. Incomplete clinical coursework may interrupt the student's ability to proceed within the curriculum or graduation.

In certain cases, not related to student performance, such as family death, illness and maternity leave, an incomplete grade may be assigned, and the student will be allowed to extend or repeat their full-time clinical experience.

CONFLICT RESOLUTION

Student Grievance During Clinical Experiences

If a clinical problem or conflict arises from the student's perspective (supervision, professionalism, academic preparation), the student should take the following steps:

1. First discuss the problem immediately with supervising CI and if the situation warrants, inform the course coordinator and/or DCE.
2. If the situation has not improved in a reasonable amount of time, notify the DCE and

- SCCE of the facility for assistance in resolving the problem.
3. If the situation has still not improved, notify the course coordinator or DCE immediately. Alternative strategies for resolving the problem may be implemented; a telephone conversation and/or onsite visit may be arranged.
4. If the issue remains unresolved or is serious, the DCE may include PTRS Leadership in discussions with the student in developing a course of action and methods of assessment.

It is recommended that the student file a confidential report to the course coordinator or DCE if the situation is not resolved on time and at a satisfactory level. Students are encouraged to discuss ethical issues on discussion board in professional de-identified manner and seek peer and faculty advice. If the conflict/situation is egregious in nature (sexual harassment, violence, illegal activity), the DCE should be contacted immediately for consultation on how student should proceed.

Clinical Instructor Grievance

Formal advisement between the CI, course coordinator and/or DCE is warranted if student conduct, in any way, disrupts safety or services to patients or relationships at the clinical education site. The student may also initiate advisement with the DCE.

If a clinical problem or conflict arises from the CI's perspective the instructor should take the following steps:

1. If a clinical problem arises from the clinical instructor's or patient's perspective, the CI should immediately discuss the problem with the student and formulate a plan for resolution. If the situation is not improved, the CI should either contact the SCCE, or the course coordinator or DCE to discuss alternatives in resolving the problem, depending on the nature of the problem. Before the course coordinator or DCE becomes involved, a resolution attempt must be made between the student and CI to address identified issues.
2. The CI and student must document the nature and disposition of the problem and provide this documentation to the course coordinator or DCE.
3. The course coordinator or DCE will provide written confirmation of the documented problem and the course of action.
4. The course coordinator and DCE's role is to serve as a mediator between the student and the CI ensuring the best interests of the public safety, the student, the clinical education site, the university, and the profession is met.
5. An onsite visit may be arranged with the CI, student and SCCE. The course coordinator or DCE, the student, the CI, and will share perceptions, define the problem, and document a corrective action plan.
6. The course coordinator or DCE will determine whether the student can be successful with continuation of the clinical education course. The student will be removed from the site if the problem appears irresolvable or detrimental to patient safety, the student's learning or clinical site business. The student will be reassigned for completion of the remaining duration of the clinical rotation or the entirety of the clinical rotation at the discretion of the course coordinator or DCE.
7. An action plan will be devised outlining specific behavioral expectations, time frames, and the evaluation process. The action plan will be signed by the student, CI, and course coordinator or DCE.

8. The course coordinator or DCE will communicate with the student and CI at the completion date specified in the action plan.
9. At the completion date, student performance may result in:
 - a. Resolution of the problem with successful completion of the full-time clinical rotation
 - b. Partial resolution of the problem with full or partial remediation required
 - c. Unsuccessful resolution of the problem with “unsatisfactory” grade of the full-time clinical education rotation and full remediation or dismissal from the program.

Clinical Site Grievance

The SCCE, CI and/or ICE preceptor may find it necessary to file a grievance with the program. This may be necessary if issues are not student-specific but involve issues with general academic preparedness, communication with academic faculty and/or DCE, or clinical education policies. The SCCE, CI and/or ICE preceptor should document the specific problem and forward the document to the DCE or Department Chair. All documentation will be shared with the Director of Academics and Chair of the DPT program and will be forwarded to appropriate faculty. The program will provide the SCCE, CI and/or ICE preceptor with a written response documenting the planned course of action.

Termination of Clinical Education Experience due to Student Performance

If a student’s conduct or performance, in any way, disrupts services to patients or relationships in the clinical education site, the CI may dismiss the student or the course coordinator or DCE may immediately terminate the student’s placement. Areas of conduct are not limited to technical skills or academic preparation but also include commitment to learning, effective interpersonal skills, effective communication skills, effective use of time and resources, acceptance of feedback with adjustment in targeted behavior, professionalism, problem solving, and stress management.

The following examples may be grounds for immediate termination. The list of examples is provided for clarification but is not an exhaustive list of all unprofessional behaviors that may warrant termination:

- The student does not exercise sound judgment placing a patient at risk for injury.
- Student behavior undermines the positive relationship between the university and the clinical site.
- Student performance jeopardizes relationships between employees at the clinical site.
- The student fails to adhere to department, program, or university policies and procedures.
- The student uses poor professional judgment leading to unsafe or inadequate patient care or unethical conduct.
- The student fails to remediate unacceptable behavior that has been addressed.
- The student misrepresents the level of competency or practices beyond abilities.
- The student has unreasonable absences or tardiness.
- The student dates a patient currently undergoing some form of treatment at the clinical site.
- The student dates a staff member employed at the clinical site.
- The student deceives the CI or clinical staff.
- The student informs the patient or family of personal disagreement with an aspect of care.

If the student is dismissed from the clinical education site or if the full-time clinical experience is terminated:

- The student will be given an “unsatisfactory” for the full-time clinical experience.
- The student may not return to the site for a future clinical full-time clinical experience.
- The student or agents of the student may not interact or contact the clinical site, its staff, or patients.
- The student must formally meet with the course coordinator or DCE to outline a remediation plan if the student is not dismissed from the program.
- Students may be granted the opportunity to re-enroll in a clinical education course in which they have received an “unsatisfactory” one time. Students who do not successfully complete the course the second time will be dismissed from the program.

CLINICAL EDUCATION PROGRAM AND FACULTY EVALUATION

Procedures are in place for communication and documentation of the quality of clinical education.

Student Evaluation of the Clinical Experience

Students will have the opportunity to evaluate the clinical instruction, course coordinator and clinical experience of each integrated clinical experience course following the completion of the course. At the end or immediately upon completion of the full-time clinical education rotation, the student must complete an assessment of their full-time clinical experience and clinical instruction. Any student rating of an experience that is poor or needs improvement prompts the DCE to follow up with contact with the student and/or facility. Students are encouraged to contact the DCE at any time to discuss any concerns about a clinical site or CI. The DCE is available to the student to discuss the full-time clinical experience with the student. Student feedback will be documented.

Evaluation of the DCE

Students will complete an evaluation of the clinical education process and of the DCE at the completion of their final full-time clinical education rotation which is usually done before or during the exit interview.

Information gathered will be used for full-time clinical experience program development and faculty development.

Evaluation of the ICE Coordinator

Students will complete an evaluation of the clinical education process and of the ICE Coordinator at the completion of their integrated clinical experience each semester of ICE.

Information gathered will be used for ICE program development and faculty development.

Evaluation of the Clinical Curriculum

The clinical education curriculum will be evaluated through graduate interviews, graduate surveys, and advisory committee meetings among program stakeholders including clinical faculty. Student feedback is elicited through communication activities with students in the third year of the program.

UNIVERSITY OF KANSAS – SCHOOL OF HEALTH PROFESSIONS

STUDENT STATEMENT OF CONFIDENTIALITY

Patients are entitled to confidentiality regarding their medical and personal information. The right to confidentiality of medical information is protected by state law and by federal privacy regulations known as the Health Insurance Portability and Accountability Act (“HIPAA”). Those regulations specify substantial penalties for breach of patient confidentiality.

1. All patient medical and personal information is confidential information, regardless of the educational or clinical setting, and must be held in strict confidence. This confidential information must not become casual conversation anywhere in or out of a clinical facility or other health care site. Information may be shared only with health care providers, supervising faculty, hospital or clinic employees, and students involved in providing care or services to the patient or involved in approved research projects who have a valid need to know the information.
2. Under strict circumstances, upon receipt of a properly executed medical authorization from the patient, or upon receipt of a subpoena, medical information may be released to the requesting party. Inquiries regarding the appropriateness of an authorization or subpoena should be directed to the clinical facility’s legal or medical records department.
3. Clinical facility information system user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information that he or she is not authorized to view or receive. If you are aware that another individual knows your code/password, it is your responsibility to request a new user code/password.
4. If a violation of this policy occurs or is suspected, immediately report the violation to your supervising faculty.
5. Violations of this policy will result in disciplinary action up to and including termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.

I (Student), _____, acknowledge receipt of this Statement of Confidentiality. I have read the policy and agree to abide by its terms and requirements during my clinical learning experience and other clinical training assignments.

Student’s Signature:

Date:

Please use [this link](https://redcap.kumc.edu/surveys/?s=9TTJDC84AH) to sign the confidentiality statement. (<https://redcap.kumc.edu/surveys/?s=9TTJDC84AH>)

Student Acknowledgement (Proof of Notification) of PTRSAT DPT Student Handbook

- I have read the information provided by the Department of Physical Therapy, Rehabilitation Science, and Athletic Training at the University of Kansas Medical Center, in the department's "Student Handbook – DPT Class of 2026".
- I agree to abide by the guidelines presented in said document.
- I agree to abide by the APTA Code of Ethics and Guide for Professional Conduct.
- I agree to notify the DPT program Director of Academics (in writing) of changes that may affect my ability to comply with guidelines in this document.

In order to verify that you have read and understand this acknowledgement, please sign the acknowledgement via this [REDCap survey](#).