



PHYSICAL THERAPY,
REHABILITATION SCIENCE, AND
ATHLETIC TRAINING
DEPARTMENT

STUDENT HANDBOOK

PHYSICAL THERAPY
CLASS OF 2028

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 2025 edition of US News & World Report Guide to Best Health Schools, the KUMC Doctor of Physical Therapy program is ranked 10th among all universities and is ranked **5th 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. The [MKU Medical Center Fast Facts](#) indicate that the Medical Center covers 41 acres, has 46 buildings and includes nearly 5,500 employees (including nearly 1,500 full-time faculty), just under 3,900 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 4-time Super Bowl Champion Chiefs (football), our 2-time World Champion KC Royals (baseball), Sporting KC and KC Current (outdoor soccer), Missouri Mavericks (ice hockey), Missouri Comets (arena soccer), and the T-Bones (minor league baseball). Kansas City boasts the first women's professional sports stadium in the world with the CPKC Stadium, that houses the KC Current women's soccer games. 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.

This page last updated: 4-9-25

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 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.

This page last updated: 4-9-25

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 \(kumc.edu\)](http://Academics.kumc.edu)

Facebook page: [KU Physical Therapy & Rehabilitation Science | Facebook](#)

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

This page last updated: 4-9-25

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.

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.

This page last updated: 4-9-25

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. These options are available to students in both the on-campus and hybrid pathways; however virtual attendance may not be available, and students may be required to attend courses in these other degrees programs on campus (i.e., Kansas City, KS or Lawrence, KS). Students interested in these programs should seek out additional information from the respective program websites linked to below.

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](#).

This page last updated: 4-9-25

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 and education. 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.

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PT Class of 2028 Master Calendar

	YEAR 1			YEAR 2			YEAR 3		
	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026	Spring 2027	Summer 2027	Fall 2027	Spring 2028
	CLASSES						CLINICAL EXPERIENCE DATES		
First day of semester	5/28/2025	8/18/2025	1/20/2026	6/8/2026	8/24/2026	1/19/2027	*6/7/2027	8/16/2027	1/3/2028
Last day of semester	7/25/2025	12/12/2025	5/15/2026	7/31/2026	12/18/2026	5/14/2027	7/30/2027	12/17/2027	5/5/2028
KU Breaks	<i>KU Fall and Spring Breaks are not observed due to the nature of the hybrid pathway course schedules.</i>								
Other	Virtual & On-Campus Program 5/27/2025	Pinning Ceremony 10/9/2025 (during Immersive Session)		Comprehensive Exams (mid-semester)		CSM: Philadelphia, PA 2/4 - 2/6	Comprehensive Exams (mid-semester)		DPT Exit Meeting ^5/11/2028 PTRSAT Ceremony ^5/11/2028 SHP Ceremony 5/13/2028 Commencement 5/14/2028

Note: Calendar is subject to change. Students will be notified as soon as any needed changes are identified.

*The NPTE preparation course will likely take place the first two days of the summer semester (6/7 and 6/8). It is a 2-day virtual course. Please plan to attend.

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 5/11/2028 but may take place on 5/12/2028.
(Updated 4-9-25)

DPT Curriculum
Class of 2028

SEMESTER 1 (Summer) <i>June-July 2025</i>	SEMESTER 2 (Fall) <i>August-Dec 2025</i>	SEMESTER 3 (Spring) <i>January-May 2026</i>	SEMESTER 4 (Summer) <i>June-July 2026</i>	SEMESTER 5 (Fall) <i>August-Dec 2026</i>	SEMESTER 6 (Spring) <i>January-May 2027</i>	SEMESTER 7 (Summer) <i>June-July 2027</i>	SEMESTERS 8 & 9 <i>Aug 2027-May 2028</i>		
Clinical Curriculum (credit hours). ICE: Integrated Clinical Experience, CE: Full-time Clinical Experience									
	PTRS 720 ICE I	PTRS 730 Spring or (Summer enrollment) ICE II		PTRS 830 ICE III	PTRS 840 ICE IV			PTRS 920, 921, 922, (923) CE I, II, III, (IV)*	
Academic Curriculum									
PTRS 703[^] Applied Anatomy	PTRS 702[^] PT Documentation and Health Informatics	PTRS 705[^] PT Interventions II	PTRS 825 Exercise Physiology	PTRS 852 Neurologic PT I	PTRS 826 Cardiopulm PT	PTRS 846 Orthopedic PT III	10(12)	14(12)	
PTRS 710[^] Adv Topics in Human Anatomy	PTRS 704 PT Interventions I	PTRS 745[^] Orthopedic PT I	PTRS 860 Evidence-based Research Practicum I	PTRS 845 Orthopedic PT II	PTRS 833 Pediatric PT	PTRS 817 Ethics in Healthcare			
PTRS 828[^] Medical Imaging	PTRS 711[^] Applied Kinesiology and Biomechanics	PTRS 746 Musculoskeletal Conditions and Management	PTRS 877[^] Administration in PT		PTRS 853 Neurologic PT II	PTRS 861 Evidence-based Research Practicum II			
	PTRS 882 Pathophysiology and Physical Therapist Screens	PTRS 750 Research in Evidence-based PT Practice				PTRS 890 Specialities in PT Practice			
	PTRS 855[^] Pharmacology								
Credits	8	17	17 (16)	6 (7)	14	16	8	10 (12)	14 (12)
TOTAL CREDIT HOURS							110		

[^] Shared course with Athletic Training (AT) program; PTRS 828 shared with Year 2 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.

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. 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 when on campus. 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 students 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.

*These services may be disrupted due to future area construction (starting June 2025).

Study Spaces

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

*These services may be disrupted due to future construction (starting June 2025).

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 when on campus 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.

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 (Ultra)” 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 Student Impact & Belonging. 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.

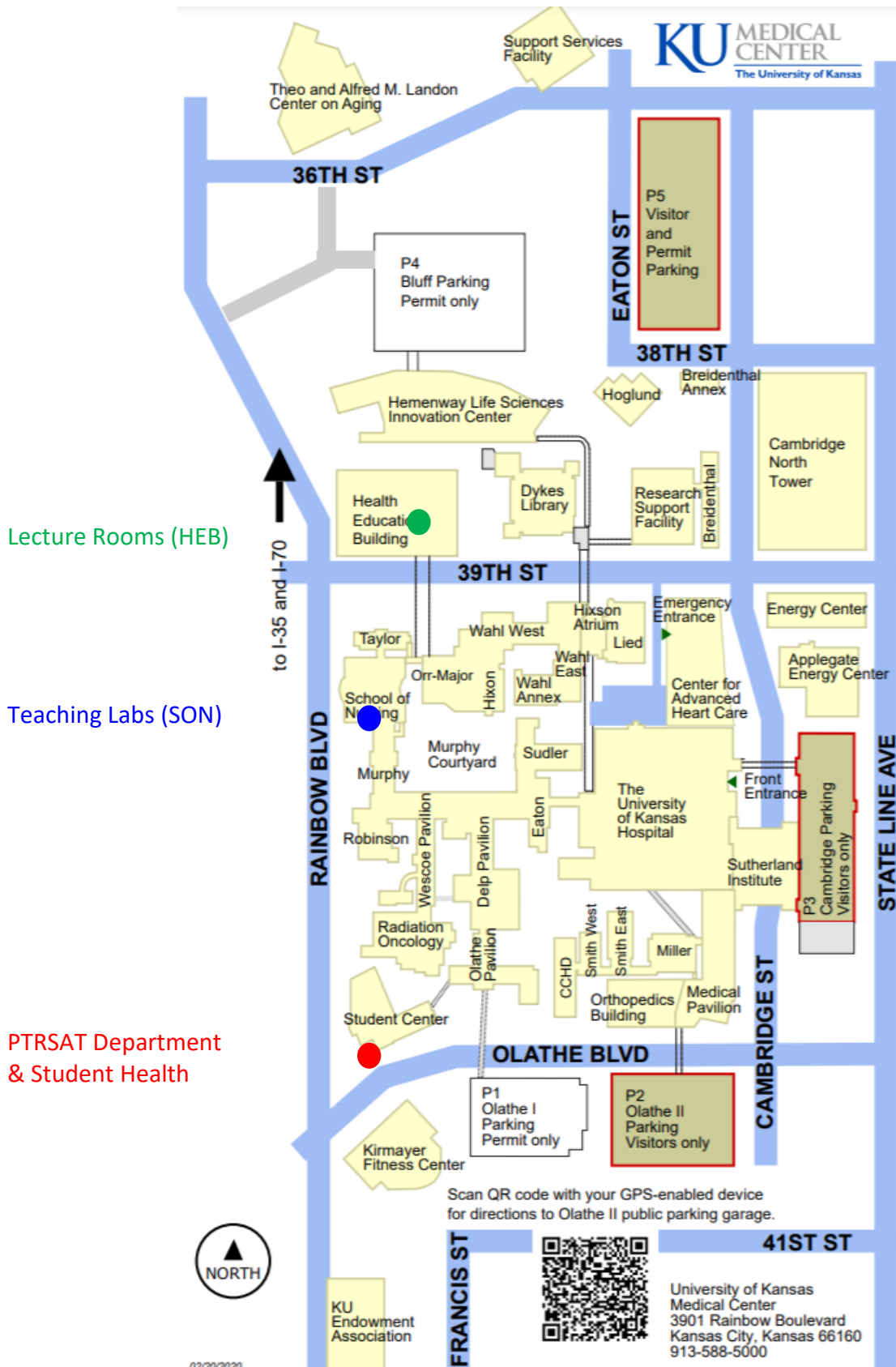
Miscellaneous

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](#).

This page last updated: 4-9-25

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://KU Medical Center Maps and Contact Information (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. Most of these events are either live streamed for virtual attendance or recorded. These activities include:

ALL STUDENTS (some are held virtually):

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

SELECTED CLASSES:

- PT Open House/Welcome Event (incoming and first year students) - April
- PT and AT New Student Orientation (first year students) – May/June
- PT Pinning Ceremony (first year students) - October
- 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.

This page last updated: 4-9-25

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.

Note: Where noted, some officer positions have two representatives with one from the on-campus pathway and one from the hybrid pathway. It is expected that for any role where there are separate officers for the on-campus and hybrid pathways, that there will be significant collaboration between these two officers. Other officer positions can be held by students from either pathway. For these positions where there is only one officer, it is expected that this officer will engage and represent all students from both the on-campus and hybrid pathways.

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

- President
- Vice-President
- Treasurer
- Secretary
- Admissions Committee Representatives (one on-campus position, one hybrid position)
- Curriculum Committee Representatives (one on-campus position, one hybrid position)
- Impact & Belonging Representatives (one on-campus position, one hybrid position)
- School of Health Professions Student Senate Representatives (one on-campus position, one hybrid position)
- SPTO Club Representatives (one on-campus position, one hybrid position)
- APTA/KPTA Student Liaison
- Fundraising Committee Chairs (one on-campus position, one hybrid position)
- Social Committee Chairs (one on-campus position, one hybrid position)
- Sports Committee Chair
- Communications Representative
- Directors of Student Relations (one on-campus position, one hybrid position)

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 REPRESENTATIVES—Two elected positions (1 on-campus, 1 hybrid)

- 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 REPRESENTATIVES – Two elected positions (1 on-campus, 1 hybrid)

- 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 Curriculum Committee Chair annually or as needed.

IMPACT & BELONGING REPRESENTATIVES—Two elected positions (1 on-campus, 1 hybrid)

- 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 REPRESENTATIVES—Two elected positions (1 on-campus, 1 hybrid)

- 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 REPRESENTATIVES – Two elected positions (1 on-campus, 1 hybrid)

- 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(1 on-campus, 1 hybrid)

- 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 CHAIRS—Two elected positions (1 on-campus, 1 hybrid)

- 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.

DIRECTORS OF STUDENT RELATIONS (1 on-campus, 1 hybrid)

- Create a welcoming and positive environment for students.
- Facilitate student engagement and involvement with class or other activities.
- Foster student connection and belonging.
- Assist SPTO Club Representatives with activities and events.

This page last updated: 4-28-25

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.**

The APTA and Students

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

The APTA has an [APTA Students Facebook page](#).

Learn more about what is available [For Students within the APTA](#).

APTA State Chapters and APTA Kansas

Each state has a chapter of the APTA. By joining the APTA, you will also join a state chapter. Student members of the APTA must become members of their state chapter, and membership is only available to APTA members. You can join multiple state chapters and add additional chapters at any time. You can learn more about APTA chapters through [this APTA website](#). Students are encouraged to seek out active engagement in APTA Kansas and/or their home state chapter.

[APTA Kansas](#) is the state chapter that represents physical therapists, physical therapist assistants, and physical therapy students in the state of Kansas for 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 Interest Group) or activities associated with their respective chapters. Special events are planned for students at each conference to provide opportunities to meet with other physical therapy students. The APTA Kansas 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 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 (to their area) organizations, sororities, fraternities, business and health associations to determine whether scholarship programs are available.

Here is a listing of scholarships and/or awards that *have been available* for physical therapy students in the past. This list may not include all of the scholarships or awards available to students in our program. It is provided as a service, for your information. These scholarships or awards may or may not be offered while you are in the physical therapy program. Any other scholarship or award opportunities may be broadcast via email to students throughout the program.

PTRSAT Department Scholarships and/or Awards

Students will be notified if/when these scholarships and/or awards are available for application.

- Penny Cohn PT Award
- Beverly A. Drake Fellowship Award
- Lou Loescher-Junge Professional Development Award
- Michael & Camilla Wilson PT Student Opportunity Fund Award
- Judy & Bill Addis Physical Therapy Scholarship
- PTRSAT Community Engagement Scholarship

SHP Scholarships and/or Awards

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

Other Scholarships and/or Awards

- [The Research Foundation \(DPT Students\)](#)
- [Rizing Tide Crest Scholarship](#)
- [U-CHaMP Scholars Award](#) (School of Health Professions)
- [Dorothy Knoll Student Leadership Award](#) (KUMC Office of Student Life)
- [Outstanding Student Organization Award](#) (KUMC Office of Student Life)
- [Outstanding Student Organization Advisor Award](#) (KUMC Office of Student Life)
- [Kellyann Jones-Jamtgaard Commitment to All Award](#) (KUMC Office of Student Life)
- [Student Community Leader Award](#) (KUMC Office of Student Life)
- [Lawrence Memorial Hospital Health Foundation Academic Scholarship](#)
- [Visiting Nurse Association Scholarship](#)
- [Forever Friends Diana Lain Hughes Scholarship](#)
- [APTA Kansas Outstanding Student](#) (APTA Kansas)
- [Minority Scholarship Award](#) (APTA)
- [Orthopedic Section Outstanding PT Student Award](#) (APTA Orthopedic Section)

Licensure Examination: General Information

Once eligible, each student will need to take and pass the National Physical Therapy Examination (NPTE) before being eligible for non-temporary 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, some states including Kansas have 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 and it is critically important for students to understand the specifics associated with the state they plan to become licensed in. 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, including Kansas, may 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 \(ksbha.ks.org\)](#). Physical Therapy licensure information can be found by navigating to Professions, then to Physical Therapist (P.T.). In particular, the “Physical Therapist FAQs” about “Licensing” may be helpful.

This page last updated: 4-9-25

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: 4-9-25

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: 4-9-25

Department of Physical Therapy, Rehabilitation Science, and Athletic Training

School of Health Professions

University of Kansas Medical Center

Professional Program in Physical Therapy

PT 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, before the first day of class:

- 1) **Confidentiality Policy**
- 2) **Student Academic Conduct Commitment Form**
- 3) **Student Acknowledgement (Proof of Notification) of PT Student Handbook**

These are the LAST three pages of this handbook. 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 Confidentiality Policy, the Student Academic Conduct Commitment Form, and the Student Handbook Policies and Procedures policy, and *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.

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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](#).

Additional information specific to the types of complaints that will be considered, CAPTE's role with complaints and conditions that must be met for CAPTE to consider a formal complaint can be found on the "[Formal Complaints About Programs](#)" webpage.

The Department of Accreditation can be contacted:

American Physical Therapy Association
Department of Accreditation
3030 Potomac Ave.
Suite 100
Alexandria, VA 22305-3085
Phone: 703-706-3245
E-mail: accreditation@apta.org

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 diagnosis and treatment of the sick. Thus, it is imperative that when on and off campus 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 [impact and belonging](#). Your practice and professional career both will benefit from thoughtful incorporation of these principles.

Impact and Belonging

The Physical Therapy, Rehabilitation Science and Athletic Training department supports the perspective held by the [University of Kansas](#) on impact and belonging across all KU campuses. 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.

The School of Health Professions desires to promote a learning and working environment that is safe for all where shared communication, awareness, acceptance and mutual respect are supported.

For more related information about initiatives, events, and activities on our campus please visit the KU Medical Center's Impact and Belonging [Events Calendar website](#) and [Resources and Education website](#).

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 ada-kumc@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.

Technology Requirements

The KUMC School of Health Professions supports either Windows 10-based computers (or higher) or Apple/Mac computers. It is imperative that students have a primary, working computing device that meets the minimum School of Health Professions [Student Computer Requirements](#). You will not be able to complete your coursework using a device that does not meet these requirements. Non-proctored remote or online testing will NOT be allowed using devices that fail to meet the Student Computer Requirements.

Students can receive support for basic computing issues related to their academic work from Customer Support. Appointments are available in G110 Delp. The support desk may also be reached by phone at 913-945-9999 option 2, or at the [Information Technology website](#) (711 TTY).

Students may explore possible options for financial support in purchasing a computer for learning by contacting the [Office of Student Financial Aid](#).

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

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 \(kumc.edu\)](#). 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.

Civil Rights and Title IX Policy

KU Medical Center is committed to the ongoing efforts to achieve an engaging and innovative working and learning environment that provides equal opportunities for all qualified individuals regardless of 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, staking 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 procedures are available on the [Civil Rights and Title IX website](#). To file a report or concern, you can submit [this form](#) to the Office of Civil Rights and Title IX. You may also use the Institutional Hotline to anonymously report suspected university violations or concerns.

Academic Accommodation Policy

The University of Kansas Medical Center is committed to a culture of inclusion and equal access for students with disabilities. Any student who believes they may need an academic accommodation due to a disability should contact the Office of Academic Accommodation Services (AAS) to request reasonable accommodations. Students will be required to complete a [New Application for Academic Accommodations](#). A member of AAS will work with you to explore your options. Contact Academic Accommodation Services by email at ada-kumc@kumc.edu, by phone at 913-945-7035, or visit the office located in Dykes Library 1040.

For online information about academic accommodations, please [visit the accommodations page](#).

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.

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.

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:

1. 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.
2. 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.
3. 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.
4. 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.

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.

Attendance of Academic and Clinical Courses

Philosophy

As part of the professional education process and professional identity 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 student should refer to the Student Academic Conduct Commitment form that they sign as a part of review and acceptance of this student handbook. The form documents the student's commitment to appropriate academic conduct as outlined in the form.

Photo Consent and Liability Waiver

As a student in the Doctor of Physical Therapy (DPT) program at the University of Kansas Medical Center (KUMC), I give permission for the Department of Physical Therapy, Rehabilitation Science, and Athletic Training (PTRSAT) to take and use photographs, video, and/or audio recordings of me for educational, instructional, promotional, and/or internal program uses. These materials may be used in classrooms, lab demonstrations, academic evaluations, student presentations, newsletters, websites, and internal or external promotional platforms (including social media).

I understand that:

- My image or voice may be used with or without my name.
- No compensation will be provided for the use of these images or recordings.
- Materials may be shared within private KUMC educational platforms.
- These recordings are part of educational experiences and not personal medical care.
- Participation may include physical demonstrations, peer interaction, and simulation scenarios relevant to professional clinical training.

By signing the "**Student Acknowledgement (Proof of Notification) of PT Student Handbook**", students acknowledge their understanding and acceptance of this photo consent and liability waiver.

I may revoke consent at any time by notifying the Associate Program Director of the DPT program in writing, with the understanding that revocation of consent is not retroactive.

To the extent permitted by law, I release and hold harmless the University of Kansas Medical Center, its faculty, staff, students, and affiliates from any liability related to the voluntary use of my image, voice, or participation in recorded educational activities.

Student Participation and Safety in Educational Activities Policy

As part of the Doctor of Physical Therapy (DPT) program at the University of Kansas Medical Center (KUMC), students engage in educational activities and assessments that are essential to professional development such as classroom and laboratory instruction, simulation, and practical assessments. These activities often involve students serving as both simulated clinicians and patients.

Student Acknowledgment and Consent

By signing the “**Student Acknowledgement (Proof of Notification) of PT Student Handbook**”, students acknowledge their understanding and acceptance of these expectations and responsibilities. Participation in educational activities involving physical interaction, including acting as a simulated patient, is a standard part of the curriculum. Students are encouraged to communicate proactively about any concerns and are encouraged to request formal [academic accommodations](#) when needed. This signed acknowledgment confirms that students have been informed of potential risks and their rights within the program.

Students understand that they will:

- Provide peers with realistic learning opportunities during skill practice, checkoffs, and practical exams.
- Engage in examination and intervention techniques applicable to physical therapy that may include, but are not limited to, physical assessments, manual therapy, therapeutic activities, functional mobility tasks, physical agents or therapeutic modalities (e.g. electrical stimulation, ultrasound, cryotherapy, thermotherapy, etc.) and other hands-on activities.
- Be asked to participate in scenarios that simulate real patient-provider interactions in a safe and respectful environment.
- Engage in safe practice, appropriate draping, informed peer consent, and professional conduct at all times.
- Report immediately any injury that takes place during class or lab to the course instructor/coordinator. The student may be referred to [Student Health Services](#) for evaluation and follow-up.

Students also acknowledge:

- Their role does not constitute personal medical treatment or clinical care.
- Any signs or symptoms experienced during activities should be discussed with a licensed healthcare provider.
- That physical participation may involve minimal risk, including discomfort, strain or minor injury.
- They have the right to decline participation at any time for any activity that feels unsafe or inappropriate and needs to communicate this promptly with the course instructor/coordinator.

The university, department, and associated employees assume no liability for injuries sustained during voluntary participation of students in educational activities.

This policy is intended to ensure transparency, informed participation, and safety for all individuals engaged in the educational mission of the DPT program. Questions and/or concerns can be directed to the DPT program Director of Didactic and Lab Education, who may discuss these questions and/or concerns with other members of the DPT leadership team.

Consent and Liability Release of Non-Student Participation in Educational Activities Policy

In some cases, individuals who are not enrolled in the Doctor of Physical Therapy (DPT) program (e.g., family, friends, community volunteers, etc.) may participate in educational activities such as, but not limited to, demonstrations, skills practice, video assignments, and/or mock patient scenarios. This policy applies to these non-student participants.

Consent and Use of Media

Non-student participants must complete a [Consent and Liability Release for Non-Student Participants in Educational Activities](#) prior to engaging in any educational activities. The link to this consent and safety waiver is included in course syllabi as appropriate. Media, including lecture recordings, lab demonstrations, simulation-based activities, student assignments and/or practical exams may be used for educational, instructional, or training purposes within the PTRSAT department. Use is limited to internal educational platforms such as Blackboard and Panopto.

Acknowledgment of Risk and Participation

Non-student participants understand that hands-on interaction may occur during these educational activities. Non-student participants are encouraged to disclose any health concerns or conditions that may limit or impact their participation in these educational activities. Participation is voluntary, and individuals may stop participating at any time.

Response to Injury

If an injury takes place to a non-student participant during an educational activity, this should be reported immediately to the course instructor/coordinator and the DPT Program Director of Didactic and Lab Education. Depending on the setting and circumstance, first aid may be provided and if needed, emergency services will be contacted.

The university, department, and associated employees assume no liability for injuries sustained during voluntary participation of non-student individuals in educational activities.

This policy is intended to ensure transparency, informed participation, and safety for all individuals engaged in the educational mission of the DPT program. Questions and/or concerns can be directed to the DPT program Director of Didactic and Lab Education, who may discuss these questions and/or concerns with other members of the DPT leadership team.

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. In addition, a student cannot enroll or participate in any subsequent courses until the "I" grade has been changed to a letter grade, due to course prerequisite requirements. An I grade 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.

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. Examples include 1) giving, receiving or utilizing unauthorized aid on examinations, assignments, preparation of notebooks, themes, reports, projects, and/or other assignments or undertakings; 2) misrepresenting the source of academic work, including use of artificial intelligence (AI) technologies in written or other assignments without attribution or citation; 3) copying from/using a textbook, class notes, and/or any 'smart' or electronic devices during a closed-book exam; 4) using non-approved technology during an exam; communication with other individuals other than the assigned proctor; attempting to circumvent proctoring procedures; failing to comply with proctor instructions.

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.

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.

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.

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 when on campus, 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.

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, including course sessions. Such appearance reflects well on the department and the profession during interactions with peers and individuals from other professions, patients, and families throughout the Medical Center and in our communities.

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.

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). 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 strongly encouraged. Students will also be required to complete a survey and attend a formative review session after the required Comp Exam 1, encouraging reflection and growth towards future exam success. If a student is unable to take the required Comp Exam 1 at the scheduled time, they must contact one of the Comp Exam coordinators to find an alternate time to complete this course requirement.

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. 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 strongly encouraged. Students will also be required to complete a survey and attend a formative review session after the required Comp Exam 2, encouraging reflection and growth towards future exam success. If a student is unable to take the required Comp Exam 2 at the scheduled time, they must contact one of the Comp Exam coordinators to find an alternate time to complete this course requirement.

Some Comp Exam 1 and Comp Exam 2 questions will require problem-solving and may 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 (on campus pathway), virtually (hybrid pathway), or other locations as needed due to extenuating circumstances.

There are two additional required comprehensive exams, the Academic 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. You will be required to take the second PEAT exam sometime prior to Semester 9 (Spring Year 3) completion; this is a completion-only requirement of the PTRS 922 (12-week clinical experience) or PTRS 923 (9-week clinical experience) courses. Students can take the second PEAT exam at any point during Semester 9 (Spring Year 3) to meet the terminal clinical experience course requirement. Students will receive feedback on their performance consistent with Academic PEAT practices. Students will be notified via email when the Academic PEAT exams are available.

Performance on the comprehensive exams is not tied to course grades but is 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.

Written Examination Policy

Policy

The DPT program is committed to maintaining academic integrity and ensuring equitable testing environments for all students. This policy outlines the procedures and expectations for all proctored examinations, whether administered on-campus or remotely. What is listed in the procedure below applies to all written examinations in the program. Additional details specific to on-campus and remote exams are also subsequently included.

Procedure

Exam Conduct

Students are expected to uphold the highest standards of academic integrity. Students must follow all proctor instructions during any exam. Students must use only approved materials during exams. Unauthorized materials, devices (including smartwatches), headsets, and headphones are not permitted in the workspace unless approval has been granted otherwise (e.g. academic accommodations). The exam sessions are recorded for reviewing purposes, when needed.

Students are encouraged to limit restroom breaks during the exam. Restroom breaks should be limited to no more than 5 minutes whenever possible, and students must notify the proctor before stepping away. The total time allowed for an exam includes any time spent during breaks; the total time will not be extended due to any breaks taken. Suspected academic misconduct will be reported to the Course Instructor/Coordinator for further review.

Exam Start & End Procedures

Student must arrive on time and follow proctor instructions for verification and exam access. Students will receive the exam password from the proctor at the start of the exam. Late arrivals may be subject to additional approval from the instructor before being permitted to start the exam.

Questions & Support

Students are encouraged to reach out to the Course Instructor with any questions before exam day to ensure clarity on procedures.

Written Exam Policy Updates

This policy is subject to change as technology and institutional guidelines evolve. Students will be notified in writing of any changes in advance of future examinations.

1. *On-Campus, Proctored Written Exams*

For examinations administered in person, on campus:

Technology and Environment

- Students will complete examinations using institution-provided (e.g., Testing Center) devices or student devices (when other institution-provided devices are not available).
- Students must comply with all rules associated with the testing spaces used on campus.

2. *Remote, Proctored Written Exams*

For examinations administered remotely:

Technology and Environment

Students are responsible for ensuring they have the necessary technology and a reliable internet connection for remote proctored exams. This includes:

- A laptop or desktop computer for taking the exam.
- A secondary device (e.g., phone or tablet) with Zoom already installed for proctoring.
- A stable internet connection.
- A quiet and private testing environment, free from interruptions.

Camera Set-up

Students must position their proctoring device to clearly show themselves and their workspace. Only the following items are allowed on the workspace:

- Computer or laptop
- One sheet of blank scratch paper (both sides to be shown to the proctor before starting the exam)
- Pen or pencil

Exam Conduct

Students must log into the Zoom session and display their full legal name as listed in the course roster (for ease of identification). All communication with the proctor will take place via Zoom chat. The exam session will be recorded for review purposes as needed. Students must notify the proctor via chat if taking a restroom break.

Exam Start & End Procedures

Students will receive the exam password from the proctor at the start of the exam. Students arriving late may not be permitted to start the exam without instructor approval. Upon completing the exam, students must notify the proctor via chat and follow proctor instructions for final verification, including displaying their submission confirmation and piece of scratch paper.

Technical Issues

If a technical issue arises during the exam:

- Students should immediately attempt to reconnect to the Zoom session.
- If unable to reconnect, students must contact the Zoom proctor and course instructor via email or the designated exam emergency contact (if one is provided). The proctor will document any technical disruptions or concerns.

Academic Accommodations and DPT Program Written Exams

For students who receive time-related accommodations for written exams in DPT courses, the following guidelines will be followed when instructors schedule written exams (on-campus and remote exams) that require accommodations issued by Academic Accommodations Services.

- 1) For the on-campus pathway, all written exams will be scheduled during the available hours of Academic Accommodations Services and the Testing Center.
- 2) No written exams will be scheduled at a time when other DPT program class sessions are already scheduled for each respective pathway.
- 3) All written exams with time-related accommodations will be scheduled to start at the same time as the exam for other students in a course for each respective pathway, with rare exceptions based on unique or extenuating circumstances.
- 4) If the length of time needed to take a scheduled exam includes time when other required DPT program class sessions are already scheduled, the exam will be rescheduled the same day as the already scheduled testing window. If this is not possible, then the exam will 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 instructor 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.

Students are responsible for confirming accommodations with the course instructor and accommodations office at least 48 hours prior to the exam. Any questions or concerns should be addressed well in advance of the scheduled exam time.

It is imperative that anyone who takes an exam at a time different than their peers refers to the Academic Conduct Commitment form that is signed as a part of this student handbook.

Academic Advising, Coaching, Faculty Liaisons & Additional Support 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. Students are encouraged to reach out to their academic coaches, faculty liaisons and those depicted in the Additional Support diagram when needed, early, and often.

Academic Advising

Academic advising initially takes place through introduction to the DPT curriculum at program orientation. At the start of the program, department staff communicate 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.*** It is strongly recommended that students reach out to course instructors early, *before* a problem progresses to a notable level of concern. 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 DPT program Director of Student Achievement and discussed with the DPT leadership team at regular intervals, to best discern how to support 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 Associate PT Program Director (or designee) communicates Graduate Studies requirements and procedures regarding the Application for Degree.

Academic Coaching

During the program, each student will participate in group academic coaching sessions with Academic Coaches. Five academic coaching sessions will take place across the first year of the program, with less frequent academic coaching sessions thereafter. The purpose of an academic coach is for the student to have a faculty contact to independently approach for academic, professional, clinical, and/or personal matters. The coach serves to support the student and direct the student to campus and/or community resources. Students sign up for group academic coaching sessions based on availability. Although each student will participate in academic coaching sessions, the student is encouraged to engage other faculty members and/or course instructors as desired or needed.

Faculty Liaison

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 an additional faculty contact to engage around integrated clinical experiences and related seminars that take place during Year 1 and 2 of the curriculum (select semesters). Students may have different faculty liaisons throughout their time in the program.

Additional Support



Academic Progress

Academic Progress – When A Student Is Concerned

Policy

Each student is responsible for monitoring their own grades and progress in every course and the DPT program, as a whole. When a student is concerned about their progress in a specific course, they should first reach out to the course instructor(s) to collaboratively create a plan for improvement. If the student's concern extends beyond a single course or feel too overwhelming to manage with the instructor(s) alone during the didactic portion of the program (semesters 1-7), they should request a meeting with the Director of Student Achievement or, if during full-time clinical experiences (semesters 8 and 9), request a meeting with the Director of Clinical Education. This individual will help identify necessary resources to promote success and/or identify other DPT leadership team members who could assist if needing to explore alternative pathways for course or program completion, such as delayed course requirements, academic accommodations, course or term withdrawal, or a leave of absence.

It is crucial for students to contact the course instructor(s) and/or the Director of Student Achievement or Director of Clinical Education, as described above, as soon as they feel they may struggle to

successfully complete any course. Additionally, if a course instructor, the Director of Student Achievement or Director of Clinical Education perceive that a student is having difficulty or performing poorly, they may reach out to the student to offer support. Students who do not seek support when needed or respond to inquiries offering support may risk not successfully completing a course or the DPT program. Please refer to the policies below for specific circumstances related to academic progress.

Academic Progress – Academic Warning and Academic Probation Policy

The DPT program follows KUMC Graduate Studies [Academic Warning and 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 warning by Graduate Studies for the semester in which the cumulative GPA is less than 3.0. A student that is on academic warning 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.

If the student does not raise their cumulative program GPA to a 3.0 by the end of the semester they are on academic warning, the student will move to academic probation and may not be permitted to enroll for the subsequent semester and will be dismissed unless the Dean of Graduate Studies acts favorably on a program recommendation for the student to continue study.

Procedure

The student will be notified in writing by the Dean of Graduate Studies of their academic warning status the first semester their cumulative program GPA falls below the required 3.0. A copy of this notification is sent to the Associate DPT Program Director and/or the Director of Student Achievement. The student will be notified in writing of any subsequent changes in and/or decisions regarding academic status by the Dean of Graduate Studies.

If the student does not bring their cumulative GPA up to a 3.0 by the end of the semester they are on academic warning or academic probation and wants to continue in the program, the student will need to engage the DPT program's Academic Review Process, 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 warning include: 1) the program petitions Graduate Studies for the student to continue in the program on academic probation, 2) the program petitions Graduate Studies to allow an individualized decelerated schedule (probationary status assumed), 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 program petitions or recommendations, when applicable. Regardless of the Academic Review Committee decision, a student may choose to not continue in the program.

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 at least once 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 Student Achievement (at a minimum), to propose their request and their associated rationale. The DPT Program Director of Student Achievement 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 Student Achievement 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.

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 Academic Review Process is completed. 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 warning or 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, if available, at least one month prior to the first day of class of the term for which they are returning.

The student will also need to confirm with the Associate DPT Program Director 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. The Associate DPT Program Director will collaborate with the DPT Program Director of Student Achievement to facilitate reentry into the program.

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, as outlined in the *Course Grades* section of this handbook.

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 semester they were on academic warning or probation, 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 participate in and complete the Academic Review Process before the next semester begins.** If the student does not engage the Academic Review Process within the designated timeframe, the student will be dismissed from the program, except in exceptional circumstances that could include but are not limited to medical emergencies, natural disasters, emergent family circumstances, legal obligations, military obligations and/or sudden financial difficulty. The DPT Leadership Team will make final determinations as to what constitutes an exceptional circumstance on a case-by-case basis.

Procedure

The DPT Program Director of Student Achievement 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 before the next semester unless exceptional circumstances that could include but are not limited to medical emergencies, natural disasters, emergent family circumstances, legal obligations, military obligations and/or sudden financial difficulty warrant otherwise. The DPT Leadership Team will make final determinations as to what constitutes an exceptional circumstance on a case-by-case basis. It is encouraged to have the Academic Review Meeting as soon as possible after the semester has ended, to facilitate effective reflection and planning as needed.
- 2) The student will be required to submit (via email) a completed *Academic Review Worksheet* to the DPT Program Director of Student Achievement at least the day before the scheduled Academic

Review Meeting, who will forward the document to the Academic Review Committee. If the Academic Review Worksheet is not submitted the day before the scheduled Academic Review Meeting, the meeting will need to be rescheduled at a time convenient for 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 or recommendation to Graduate Studies must be approved by the Dean of Graduate Studies 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 of Student Achievement or the Associate PT Program Director.
- 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, the student may still 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 or MS Teams) 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 Associate DPT Program Director 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 Associate DPT Program Director and is requested to schedule a DPT Program Exit Meeting with the Associate DPT Program Director (or designee), 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 of Student Achievement or Associate DPT Program Director (as needed) are 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 or recommendation for a continuance in the program on 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.

Academic Progress – Academic Review Committee

Policy

The Academic Review Committee will consist of the student's Student Success Coach (if applicable), Academic Coach and the DPT Program Director, Associate DPT Program Director and/or the DPT Program Director of Student Achievement, at a minimum. If the Student Success Coach or Academic Coach is the DPT Program Director of Student Achievement, the DPT Program Director and/or the Associate DPT Program Director will also be present. Other members of the DPT Program leadership team (Director of Admissions, Director of Clinical Education, Director of Curriculum) may be invited to participate or need to participate if either the DPT Program Director or the Associate DPT Program Director 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 DPT program leadership due to relevance for the purpose of the Academic Review meeting.

Academic Progress – Student Success Coach Assignment

Policy

Anytime a student is on academic warning or academic probation, the student will be assigned a Student Success Coach, who will meet with the student early in that 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. The Student Success Coach may or may not be the same faculty person who serves as the student's Academic Coach.

Procedure

Any student who receives a letter grade of "C" in **two** courses during one semester may be assigned a Student Success Coach for the subsequent semester even if not on academic warning or academic probation. The student will need to contact the DPT Program Director of Student Achievement to communicate this desire before the next semester. 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 warning/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.

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 initial and midterm 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 warning or 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 and may vary as the semester progresses.

Prior to the Initial Success Coaching Session

No later than the day prior to the scheduled coaching session, the student will be required to complete the LASSI (Learning and Study Strategies Inventory), if not already completed in the program, 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*.

No later than the day 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. *If the student does not submit the necessary Coaching Session Worksheet on time, the Success Coach may require a rescheduling of the 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 warning/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 **student** will need to complete the *Academic Success Plan* during or soon after the meeting.

After the Initial Success Coaching Session

After the coaching session and once the student has completed the *Academic Success Plan*, they should send the Success Coach the completed *Academic Success Plan* for review and potential revision. This should take place no later than 1 week after the meeting. Once the *Academic Success Plan* is finalized, both parties will sign and date the document (electronic signature allowed) and the final, signed copy will be saved to the private and secure department location. 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

Subsequent Success Coaching Sessions can be scheduled as needed and often require less time (15 to 30 minutes total time) than the initial coaching session.

Prior to subsequent coaching sessions, the student will be expected to reflect on the completed *Academic Success Plan* to assess progress.

Updates can be made to the *Academic Success Plan* at any time, if warranted, but only midterm updates will require new dated signatures from both the student and the Success Coach and the updated copy will be saved to the private and secure department location.

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

Program Matriculation and Practical Exams

Policy

The DPT program values clinical readiness for students' full-time clinical experiences. If a student does not ultimately 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. After failing the retake practical exam, the student may be offered one additional retake practical exam to determine final course outcome *in exceptional circumstances*. Exceptional circumstances could include but are not limited to medical emergencies, natural disasters, emergent family circumstances, legal obligations, military obligations and/or sudden financial difficulty. The DPT Leadership Team will make final determinations as to what constitutes an exceptional circumstance on a case-by-case basis.

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 their graduation has been validated and that they may register for the NPTE through FSBPT. 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). There may also be circumstances when a student is validated for graduation with FSBPT prior to the start of the final spring semester but then clinical performance declines, necessitating remediation or the retaking of one of the clinical education courses. In these circumstances, the validation will not be withdrawn but it is *strongly recommended* that the student not take the NPTE in April to support their success in the program, by allowing them to focus on successful clinical course completion. Failure to successfully complete the program, including all clinical courses, precludes the ability to become licensed as a physical therapist; therefore, in these circumstances, taking the NPTE before graduation is not advised.

If students are approved to register and take the NPTE prior to graduation (April), it is important that each student consider carefully whether this would be the best decision for them or not. If students take the NPTE but do not pass on the first try, this reflects poorly on the program first-time pass rate, which is required by the program accreditation authority to be posted to the program website. Students who sign-up for the April exam but are not sufficiently prepared to take the NPTE in April may and are strongly encouraged to [reschedule their exam](#). Students are not allowed to take the NPTE in January of the semester they graduate; FSBPT does not allow students to take the NPTE more than 90 days prior to graduation. 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 Associate Program Director, 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.

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 [physical therapist section of the KSBHA website](#) for more information.

The PTRSAT department and Associate DPT Program Director are available to assist students in completion of those application materials that require campus (Registrar) or department signatures and/or seal. Students may be directed to the Registrar's Office and associated paperwork systems as appropriate. *It is solely the students' responsibility to pursue licensure including investigation of licensure requirements in any state jurisdiction.*

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](#).

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.

A background image showing a dental clinic with various pieces of equipment, including dental chairs and overhead lights, in a soft, slightly blurred focus.

**DPT STUDENT CLINICAL
EDUCATION HANDBOOK**

CLASS OF 2028

Learning is experience. Everything else is just information.

Albert Einstein

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ACRONYM INDEX

DCE	Director of Clinical Education
CI	Clinical Instructor
FTCE	Full Time Clinical Experience
ICE	Integrate Clinical Experience
SCCE	Site Coordinator of Clinical Education
PTRSAT	Physical Therapy, Rehabilitation Science and Athletic Training
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.

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, the community, and the 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 as highly competent and knowledgeable professionals positioned to make substantial contributions to 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 who directly instructs, guides, supervises, and formally assesses the student during full-time clinical education experiences. When engaged in full-time clinical education that is 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 post licensure clinical experience.

Preceptor - An individual who provides short-term specialized instruction, guidance, and supervision for the physical therapist student during an integrated 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 expected student competencies on the APTA documents: “Minimum Required Skills of Physical Therapist Graduates at Entry-Level” (APTA 2005) and “Code of Ethics for the Physical Therapist,” which defines ethical behavior and standards for accountability for ethical practice and behavior, as well as the “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. The student may participate in the delivery of services when the qualified practitioner is directing the serving, making the skilled judgment and is responsible for the assessment and treatment. 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. Definitions of the levels of supervision may be found here: [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 observe and follow other providers during clinical experiences.

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 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 didactic 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. ICE course time does not count towards clinical education hours.

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, all students must successfully complete at least 9 weeks in an inpatient setting and 9 weeks in a general or orthopedic outpatient setting. Full-time clinical experience time counts towards the CAPTE required clinical education hours.

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. Additional information regarding 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 – (9-12 weeks) offered during the fall semester of the third year (semester 8)

Full-time Clinical Experience III-IV: (9-12 weeks): offered during the final spring semester (semester 9)

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 primary 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, including inpatient acute and/or skilled and outpatient settings during the first two years of the didactic 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 South and Central America, Europe, Africa, Australia, 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. The site can request changes to their account by emailing [Donna Phelps](#).

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, occupational 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 full-time clinical education and clinical ICE settings.

Site Selection

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

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.

We strive to place students in clinics that meet the mission of our program. 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 maintaining 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. Areas of clinical site 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 only be established** to meet the program's mission and goals. Students wanting to travel, stay near friends or family, or to procure post-graduation employment will not be considered. Exceptions may be made for extenuating circumstances.

Clinical sites may contact 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 and enter a new contract and for 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 shared including the affiliation agreement (unless use of a facility specific contract is requested), and overview of the curriculum.

Site Visits

During integrated clinical 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 at least every 2-3 years for routinely used facilities. 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 formally and informally on a regular basis 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 and is used to develop a closer relationship with clinical sites and Clinical Instructors. Formal evaluation is completed by students online using the Student Evaluations 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 that is 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 names, contact information, and assigned schedule for all students assigned to their site. Students will be responsible for fulfilling 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. At least one month before the start of each FTCE rotation, students provide access to course documents and relevant records via an electronic database. This is accomplished by submitting a letter of introduction, their current CV/resume, and their individual learning goals. The current Clinical Education Handbook is available online to each student in the electronic database and learning management system. For the Clinical Instructor, the handbook can be found in the electronic database (EXXAT) and the clinical education website. 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 that are sent to Clinical Instructor prior to beginning full-time clinical experiences.

Clinical Competency Assurance

It is essential that students 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 concerns that might influence safety and competency in clinical education as early as possible for close monitoring or student engagement and for planning of future ICE courses. If there are concerns about student competency or engagement, a student success plan will be put in place by the academic instructor. The ICE program requires students to meet expectations and complete assignments in each course as part of the assessment, which is designed to fulfill the course objectives outlines in the syllabi.

Before the first FTCE rotation begins, academic faculty must contact the PT Director of Academics to identify students who are not demonstrating appropriate clinical readiness. Newly reported concerns are discussed by the PT leadership team to determine if an action is needed or if the concerns could affect clinical site placement. A student success/learning plan will be put in place by the academic faculty for their respective course. The DCE should be informed of the plan and notified when the student has successfully completed the plan. Depending on when the success/learning plan is completed, the student may be able to attend the planned full-time clinical experience if clinical readiness is demonstrated, 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 Education Descriptions

PTRS 720: Integrated Clinical Experience I (1 credit hour) - A series of supervised clinical and/or community-based 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 supervised clinical or community-based 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 supervised clinical or community-based experiences and seminar sessions 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 supervised clinical or community-based experiences and seminar sessions 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 the expected level of performance outlined in the syllabus using the APTA Clinical Performance Instrument (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 the expected level of performance outlined in the syllabus using the CPI 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 the expected level of performance outlined in the syllabus using the 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 the expected level of performance outlined in the syllabus using the 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 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 **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. For specialized practice placements, the students may be required to 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 programs.

STUDENT RESPONSIBILITIES

The student's role and level of expected function is stated in each individual course syllabus. 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 to manage required documents and assignments. Currently, 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 the assigned site, either prior to 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 prior to the first day of the clinical rotation.
5. Review the required documents with Clinical Instructors within the first two days of the 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 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, Clinical Instructor, and Director of Clinical Education.
10. Respond in a timely manner to DCE requests for information and/or questions about clinical rotations.
11. Adhere to the profession's Code of Ethics and comply with Guides for Professional Conduct and Generic Abilities.
12. Reschedule make up time for any absences.
13. Write a letter of appreciation to the appropriate individuals (e. g. Clinical Instructor, department supervisor, clinical site administrator) for the educational opportunities provided.
14. 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

To meet the program's mission, students may be expected to travel for full-time clinical experience placements. 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, (meeting the dress code, site compliance requirements, etc.). Students will be in the clinical setting full-time for 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 routinely review, and update 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 is required to adhere to the dress code of the facility. In contacting the facility prior to any types of 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 - Prompt, regular full-time attendance is expected during clinical education. Students must arrive at all clinical experiences on time, allowing for adequate preparation to start the day. The student must always adhere to the clinic time schedule. It is expected that the student completes 40 hours per week on average. To be considered an excused absence, requests for planned absences such as doctor appointments must be arranged and approved in advance with the course coordinator for ICE and CI at the clinical facility for full-time clinical experiences. Students are expected to arrange make-up time for any sessions or days missed for planned absences. If not approved, the absence will be considered unexcused.

In the event 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 a clinical rotation, 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, funeral leave, facility closure and/or other unanticipated absences. **Vacation time or interview time is NOT considered an unanticipated nor excused absence.** Generally, the excused absence time from unanticipated absences do not need to be made up unless the student requires the clinical time to meet performance expectations. 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 occur when the student has either failed to notify their Clinical supervisor/Instructor of illness or failed to obtain permission from the supervisor/CI prior to the absence. Any unexcused absence must be reported to the DCE by the student and SCCE/CI immediately. Unexcused absences during a semester may result in a failure of the course (unsatisfactory grade).

In the event of illness, the student must notify the CI 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 as to the nature of the absence. If a student is absent for 3 consecutive clinical days 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 course of the semester in full time clinicals 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. It is at the discretion of the DCE in concert with the SCCE/CI 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 significant extenuating circumstances, the student may be placed on mandatory leave as per the University's [Safety Intervention and Mandatory](#)

[Leave policy.](#)

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, then the student will need to contact their CI as soon as possible for notification of plans and rationale. The student will also need to notify the DCE in a timely manner.

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

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.

For those students who qualify and sign up to take the board exam in April, the day of the board exam will be granted off as an additional excused absence. Taking the board exam during a FTCE should not interfere with the student's clinical engagement, learning, and performance.

Excessive absence may be grounds for failure of a clinical education course. The course instructor/coordinator or Director of Clinical Education may modify the attendance policy at any time throughout the semester if the students are notified in writing of the change.

If the student is unavoidably tardy, the student should directly message or 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 ICE preceptor immediately upon arrival. The student must also report the tardiness to the DCE 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. For students on 12- week rotations, New Year Day and Christmas Day will be granted off but counted in the non-clinical time built into the flexible schedule and are NOT to be added days off.

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 as long as these requests do not fundamentally alter the requirements of the clinical rotation, 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 clinical education experience.

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. All students will complete a criminal background check upon admission 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 are not allowed to begin integrated clinical learning experiences without a current background check. Students are responsible for the fees incurred. In some instances, facilities may require additional criminal background checks of students in addition to the ones already completed upon admission. If the process is not followed, it may delay ICE of full-time clinical placements. The student should carry a copy of the required criminal background check(s) with them to the clinical facility as it may be requested by the facility for their records.

The student should notify the Department Chair, Director of Academics or DCE if an adverse criminal background check exists. The School of Health Professions policy will be followed [Background Checks and Drug Screening for Students](#). The clinical education administrative assistant will review all student background checks prior to the fall semester and report concerns to the DCE. If there are adverse findings from the criminal background check, that have not been reported by the student, the DCE will contact the student for further clarification and/or discussion. 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 initial background check done upon admission into the program. The DCE or ICE coordinator is required to contact the clinical site in advance and notify them of the adverse finding. It will be at the discretion of the clinical site as to 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.

The student must contact the DCE prior to rotation in the event of any additional fees are required for the rotation. Fees may be charged for additional site requirements such as 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.

Health Insurance - Students are required to provide their own health insurance. The student should carry proof of coverage with them to the clinical facility as proof may be requested for facility records.

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

On rare occasion, the COVID-19 vaccine may be required by some clinical facilities for FTCEs. This information is found in the clinical education database (EXXAT).

Students may not decline an assignment due to being unvaccinated unless specific accommodations have been requested and granted pursuant to the Students with Disabilities Policies and Procedures Manual [Students with Disabilities Policies and Procedures Manual](#) or the Religious Accommodations Process [Vaccine Exemption Request](#). If a third-party site requires students be vaccinated to participate in a clinical or programmatic activity, unvaccinated students would be precluded from participating and thus may delay the student's progress through the curriculum.

For students in the residential program, the University provides students access to needed immunizations and screening in the Student Health Center with the expense to be borne by the student. For students in the hybrid program, students can have access to student health if they pay an extra fee. 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 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 Healthcare Provider Basic Life Support (BLS) CPR card throughout all clinical education courses. Other lay person training programs cannot substitute for this requirement. The student should carry a copy with them to the clinical facility as it may be requested by the facility for their records.

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 (drug screens

done more than 60 days before the first day of class will not be accepted) and prior to beginning the first integrated clinical experience. 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 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. Currently known additional requirements are kept in the clinical site information in EXXAT but students may check with the DCE regarding current individual facility policy.

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.

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.

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 ICE Preceptor and ICE Coordinator if during an integrated clinical experience or the SCCE, CI, and DCE if during a full-time clinical experience. Emergency services and treatment will likely be at the student's expense.

Patient Incidents or Injury - Students are to immediately report all incidents or accidents involving patient/clients to their ICE Preceptors and ICE Coordinators if during an integrated clinical experience or their Clinical Instructors and DCE if during a full-time clinical experience. The ICE Preceptor or CI should report the occurrence as required by facility policy and procedures. The ICE Preceptor should contact the ICE Coordinator to notify them of the occurrence of incidents/accidents and discuss measures being taken if during an integrated clinical experience. The Site Coordinator of Clinical Education or CI should contact the DCE to notify them of the occurrence of incidents/accidents and discuss measures being taken if during full-time clinical experiences. Students are advised to speak to no one other than the ICE Preceptor, ICE Coordinator, SCCE, CI and DCE regarding any incident or accident in which they were involved or which they witnessed during their integrated clinical experiences or full-time clinical rotations. 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. You will need a physician's order specifying the nature of the restriction. If known prior to the start date of the ICE course or full-time clinical rotation, it must be disclosed to the DCE so accommodations can be sought prior to the beginning of the clinical rotation. If not disclosed, clinical sites are not

obligated to provide accommodations. Temporary accommodations greater than 2 weeks will be arranged through the Academic Accommodations Services Office by contacting via email: ada-kumc@kumc.edu, or calling 913-945-7035. Students will need to contact the Academic Accommodations Services Office 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 accommodations are not available, an incomplete grade is assigned and remaining clinical time/rotation may be repeated in a different facility that can provide accommodations.

Statement on Disability

It is the student's responsibility to self-identify need for learning assistance. 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. 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, believe they may need accommodations to complete course requirements are encouraged to contact the Academic Accommodations Services Office via email: ada-kumc@kumc.edu, or calling 913-945-7035. It is encouraged to make contact as soon as possible to better ensure that such accommodations 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 University of Kansas Medical Center is committed to a culture of inclusion and equal access for students with disabilities. Any student who believes they may need an academic accommodation due to a disability should contact the Office of Academic Accommodation Services (AAS) to request reasonable accommodations. Students will be required to complete a [New Application for Academic Accommodations](#). A member of AAS will work with you to explore your options. Contact Academic Accommodation Services by email at ada-kumc@kumc.edu, by phone at 913-945-7035, or visit the office located in Dykes Library 1040. For online information about academic accommodations, please [visit the accommodations page](#).

Any student who believes they need an accommodation because of a disability to complete the course requirements should also contact the DCE who will facilitate the process of finding a clinical site who can provide the requested accommodations. 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. Please note that accommodation needs must be disclosed well in advance to the clinical rotation as clinical sites are not obligated to provide accommodations.

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 HIPAA certificate with them to the clinical facility as it may be requested for facility records. The student is required to strictly adhere to standards. The student must protect patient confidentiality and is not to discuss the patient/patient condition outside the clinical setting. Patient cases may be discussed with classmates and faculty for educational purposes only; however, all patient and clinical site identifiers must be removed. The confidentiality policy for KUMC fellows, residents, and students in the appendix (Exhibit A) must be signed and returned to the ICE course instructor 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 clinical education courses to monitor progress, performance, and grades. 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 will likely 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 (background check, 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 student development needs and develop a student success 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 sites.
16. Conduct or coordinate clinical education opportunities to facilitate development of the skills of Clinical Instructors.
17. Perform annual clinical education program evaluation.

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 for which a current affiliation agreement does not exist.

The SCCE will be sent clinical preference forms requesting clinical placements for the upcoming calendar year 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 it is 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 that will be 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 program leadership, 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 performance 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 a student has been advised of unsatisfactory performance, unsatisfactory progress, or when a learning 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.

Clinical Faculty Privileges

SCCEs, and CIs 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 experiences and access can be granted by contacting the DCE. Clinical faculty may also request participation on certain department committees (advisory or admissions committees).

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 the content of an education record 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 to assess student performance. The APTA Physical Therapist Clinical Performance Instrument (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 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 after the completion of the full-time clinical rotation. Information collected on and from each facility is reviewed annually by the DCE. Evaluation of student assignments (projects and in-services) are provided in electronic student tracking system.

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 when students send the CPI pairing information prior to the week of midterm with the method previously indicated.

Completion and timely submission of the student's midterm and final evaluation by the Clinical Instructor and student is expected. All evaluation material including projects, in-services and weekly goal sheets 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.

facility regarding their completed performance evaluation without the express written consent of the DCE (or Program Director). Violation of this is considered unprofessional behavior and may result in course failure.

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 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 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 weekly 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 leadership. 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 deficits 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 (if severe or concerning in nature, harassment or discriminatory), inform the ICE course

- coordinator and/or DCE immediately.
2. If the situation is 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 is still not improved, notify the course coordinator or DCE immediately. Alternative strategies for resolving the problem may be implemented; virtual 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 ICE course coordinator or DCE if situation is not resolved on time and at a satisfactory level. 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 ICE course coordinator or DCE to discuss alternatives in resolving the problem, depending on the nature of the problem. Before the ICE 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 ICE 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 ICE 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 ICE course coordinator or DCE, the student, the CI, and will share perceptions, define the problem, and document a corrective action plan.
6. The ICE 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 evaluation processes. The action plan will be signed by the student, and ICE course

- coordinator or DCE. The action plan may be shared with the CI if deemed necessary.
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 and/or the CI 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 and/or the CI should document the specific problem and forward the document to the DCE or Department Chair. All documentation will be shared with the Associate PT Program Director and Chair of the DPT program and will additionally be forwarded to appropriate faculty. The program will provide the SCCE and/or CI 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:

- 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.
- Student fails to adhere to department, program, or university policies and procedures.
- Student uses poor professional judgment leading to unsafe or inadequate patient care or has unethical conduct.
- Student fails to remediate unacceptable behavior that has been addressed.
- Student misrepresents level of competency and/or practices beyond abilities.
- Student has unreasonable absences or tardiness.
- Student dates a patient currently undergoing any form of treatment at the clinical site.
- Student dates a staff member employed at the clinical site.
- Student deceives the CI, clinical staff or DCE/ICE course coordinator.
- 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 ICE 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, ICE 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 Clinical Curriculum

The clinical education curriculum will be evaluated annually through graduate interviews, graduate surveys, clinical faculty interviews/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

Completion Required

Patients are entitled to confidentiality with regard to 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 a 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](#) to sign the confidentiality statement.

Student Academic Conduct Commitment *Completion Required*

As a student who will take exams in the KUMC Doctor of Physical Therapy program, you must commit to appropriate academic conduct as it relates to taking exams, including the following:

- You will not give, receive, or utilize unauthorized aid on exams.
- You will not copy from a textbook or class notes during an exam, unless authorized to do so (e.g., open-book exam).
- You will not use non-approved technology during an exam.
- You will avoid situations where you might accidentally or intentionally receive unauthorized information from others about an exam.
- You will not discuss or provide unauthorized information about an exam in any capacity with peers who have not yet taken an exam that you have taken.
- You will not inquire of peers about an exam in any capacity that you have not yet taken but they have.

Now that you have reviewed the statements listed above, please go to this [Student Academic Conduct Commitment form](#) to indicate that you agree with and commit to what has been outlined above.

Updated 4-14-25

Student Acknowledgement (Proof of Notification) of PT Student Handbook

Completion required by first day of class.

- I have read the information in the *Student Handbook – PT Class of 2028* provided by the Department of Physical Therapy, Rehabilitation Science, and Athletic Training at the University of Kansas Medical Center.
- 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 Associate DPT Program Director (in writing) of changes that may affect my ability to comply with guidelines in this *Student Handbook – PT Class of 2028*.

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