Students in the Doctor of Physical Therapy (DPT) degree program are expected to follow the policies and procedures established by the University of Scranton, the College of Graduate and Continuing Education, and the Department of Physical Therapy. The information contained in this handbook is intended to be a guide for Doctor of Physical Therapy (DPT) students at the University of Scranton. DPT students should also read, become familiar with, and abide by the policies and procedures found in the College of Graduate and Continuing Education Catalog and the University of Scranton Student Handbook.

Comments and/or complaints about the Department of Physical Therapy or its programs can be made to the Department of Physical Therapy, University of Scranton, 800 Linden Street, Scranton, PA 18510 sankoj1@scranton.edu or to the Commission on Accreditation in Physical Therapy Education (CAPTE) American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314-1488.

**NOTICE OF NONDISCRIMINATORY POLICY FOR STUDENTS**

The University of Scranton admits students without regard to their race, color, religion, national origin, ancestry, sex or age to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, sex or age in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

Otherwise qualified persons are not subject to discrimination on the basis of handicap or disability.

If you believe you have been discriminated against because of race, color, religion, national origin, ancestry, sex, age, or handicap or disability, please contact the Director of Equity and Diversity.

It is the personal responsibility of each student to acquire an active knowledge of all pertinent regulations set forth in the College of Graduate and Continuing catalog.

**POLICY ON STUDENTS WITH DISABILITIES**

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant documentation. Students should contact Mary Ellen Pichiarello (Extension 4039) or Jim Muniz (Extension 4218) to schedule an appointment.

The Department of Physical Therapy cannot accommodate students unless they have made the request through the Center for Teaching and Learning Excellence (CTLE). CTLE is located on the 5th floor of the Harper McGinnis wing of St. Thomas Hall.
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More Specific Information regarding the Clinical Internships and preparation for Internships will be found in the *Clinical Education Manual* which will be distributed at the same time this manual is distributed.
Dear DPT Student:

On behalf of the entire Department of Physical Therapy at the University of Scranton, I would like to welcome you. Physical Therapy is a dynamic, exciting and, ever-changing profession. The Doctor of Physical Therapy (DPT) curriculum is rigorous and becoming a Doctor of Physical Therapy will require many hours of study, practice and hard work. While demanding, we hope that you find the experience exhilarating and rewarding. When you graduate and become licensed, the effort it took to get there will be well worth it. There is no better feeling than the feeling one gets from helping others and helping others is what Physical Therapists do everyday.

The faculty and staff of the Department of Physical Therapy and the Dean and staff of the College of Graduate and Continuing Education and the Panuska College of Professional Studies are committed to working with you and helping you develop into the best Physical Therapist possible. We are proud of our graduates because we know how hard it is to become a Physical Therapist. Our alumni are literally improving the quality of life for people throughout the United States and the World. You are now part of the Scranton tradition. When you decided to come to the University of Scranton and become a Physical Therapist you showed that you are committed to becoming a man or woman for others.

Please review this handbook as well as other pertinent University of Scranton and Graduate School documents. We have set high goals for you. We expect you to be knowledgeable, service-oriented, self-assured, adaptable, and sensitive to the diverse needs of others. You should always conduct yourself in professional manner and be a proud member of your professional organizations, including the American Physical Therapy Association (APTA) and your particular state’s chapter. Remember that your time here is just the beginning of a lifetime of learning and personal growth.

Best wishes for a successful career.

Sincerely,

John P. Sanko

John P. Sanko, PT, Ed D
Associate Professor and Department Chair
# DEPARTMENT CONTACT INFORMATION

University of Scranton  
Department of Physical Therapy  
Scranton, PA 18510-4586

**Phone:** 570-941-7499  
**Fax** 570-941-7940

<table>
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<tr>
<th>Faculty</th>
<th>Office</th>
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<tbody>
<tr>
<td>Dr. Tracey Collins</td>
<td>LEA 019</td>
<td>(570) – 941 - 4832</td>
<td><a href="mailto:collinst2@scranton.edu">collinst2@scranton.edu</a></td>
</tr>
<tr>
<td>Dr. Renée Hakim</td>
<td>LEA 007</td>
<td>(570) – 941 - 7935</td>
<td><a href="mailto:hakimir2@scranton.edu">hakimir2@scranton.edu</a></td>
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<tr>
<td>Dr. Douglas Haladay</td>
<td>LEA 017</td>
<td>(570) – 941 - 4315</td>
<td><a href="mailto:haladay@scranton.edu">haladay@scranton.edu</a></td>
</tr>
<tr>
<td>Dr. Edmund Kosmahl</td>
<td>LEA 016</td>
<td>(570) – 941 - 4314</td>
<td><a href="mailto:kosmahle1@scranton.edu">kosmahle1@scranton.edu</a></td>
</tr>
<tr>
<td>Dr. Peter Leininger</td>
<td>LEA 004</td>
<td>(570) – 941 - 6662</td>
<td><a href="mailto:leinningerp2@scranton.edu">leinningerp2@scranton.edu</a></td>
</tr>
<tr>
<td>Dr. Gary E. Mattingly</td>
<td>LEA 1001</td>
<td>(570) – 941 - 7933</td>
<td><a href="mailto:mattinglyg1@scranton.edu">mattinglyg1@scranton.edu</a></td>
</tr>
<tr>
<td>Dr. Debra P. Miller</td>
<td>LEA 003</td>
<td>(570) – 941 - 4156</td>
<td><a href="mailto:millerd4@scranton.edu">millerd4@scranton.edu</a></td>
</tr>
<tr>
<td>Dr. John P. Sanko</td>
<td>LEA 1010</td>
<td>(570) – 941 - 7934</td>
<td><a href="mailto:sankoj1@scranton.edu">sankoj1@scranton.edu</a></td>
</tr>
<tr>
<td>Dr. Barbara R. Wagner</td>
<td>LEA 002</td>
<td>(570) – 941 - 7936</td>
<td><a href="mailto:wagnerb1@scranton.edu">wagnerb1@scranton.edu</a></td>
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<tr>
<td>Ms. Tammi Cherra</td>
<td>LEA 008</td>
<td>(570) – 941 - 7494</td>
<td><a href="mailto:cherrat2@scranton.edu">cherrat2@scranton.edu</a></td>
</tr>
<tr>
<td>Ms. Lynn Rasalla</td>
<td>LEA 1008</td>
<td>(570) – 941 - 7783</td>
<td><a href="mailto:rasallal2@scranton.edu">rasallal2@scranton.edu</a></td>
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<tr>
<td>Anatomy Lab</td>
<td>LEA 006</td>
<td>(570) – 941 - 6121</td>
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<td>Computer Lab</td>
<td>LEA 010</td>
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<td>Pediatrics Lab</td>
<td>LEA 005</td>
<td>(570) – 941 - 6121</td>
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<td>Center for Motion and Balance Analysis</td>
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<tr>
<td>Classroom</td>
<td>LEA 1007</td>
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* Faculty members will post office hours on or near their office doors.

If an unplanned cancellation of a class, lab or other educational experience becomes necessary, faculty members will attempt to contact you by email or post the cancellation on or near their office doors.

Please check your email frequently. If you have a non-University e-mail address, please be sure you have emails forwarded to your University e-mail address. If you are not familiar with the procedure for doing this, please contact the HELP desk.
HISTORICAL PROLOGUE

History of the University

The University of Scranton was founded as Saint Thomas College by Bishop William G. O’Hara, the first Bishop of Scranton, who had always hoped to provide an opportunity for higher education in the Lackawanna Valley. In August of 1888, with few resources at hand, he blessed a single block of granite as a cornerstone for his new college, which would admit its first students four years later. (The cornerstone of Old Main is preserved in the wall of St. Thomas Hall located at the corner of Linden Street and Monroe Avenue.)

The college was staffed by diocesan priest and seminarians until 1896 and then, for one year, by the Xaverian Brothers. From 1897 until 1942 the school, which was renamed the University of Scranton in 1938, was administered for the Diocese by the Christian Brothers. In the late summer of 1942, at the invitation of Bishop William Hafey, 18 Jesuits, led by Rev. Coleman Nevils, S.J., the newly appointed president, arrived on campus to administer the University.

The Jesuits restructured and strengthened Scranton’s traditional and pre-professional programs with an emphasis on the liberal arts, which are the foundation for every program at a Jesuit university. This emphasis is intended to give students an appreciation for all disciplines as they develop specific subject knowledge.

The University has flourished under the Jesuits, growing from a primarily commuter school with fewer than 1,000 students to a broadly regional, comprehensive university with a total enrollment of about 4,700 students in undergraduate, graduate and non-traditional programs.

As it enters the 21st century, the University is building on its historical and educational heritage, guided by a 2000 – 2005 Strategic Plan entitled A Community of Scholars – A Culture of Excellence and a 20-year Facilities Master Plan also adopted in 2000 (excerpted from the Undergraduate catalog).

History of the Department of Physical Therapy

The Department of Physical Therapy was established in 1980 and the first class of twenty-six students received their Bachelors of Science in Physical Therapy (BSPT) degrees in 1984. The Bachelor’s degree program continued until 1994 when the Bachelor of Science in Physical Therapy was replaced by the Master of Physical Therapy (MPT) degree. The five year program was a hybrid where students entered as undergraduates and completed the program five years later as graduate students.

The first MPT degrees were awarded to thirty-four students in 1996. Throughout the history of the program, University of Scranton Physical Therapy students have distinguished themselves in a wide variety of areas. Some of these accomplishments are celebrated in the PT Department “Wall of Fame” located in the student lounge area in the first lower level of Leahy Hall.
In response to the changing demands of the Physical Therapy profession and the American Physical Therapy Association’s (APTA) Vision 2020, the Department of Physical Therapy began to lay the groundwork for conversion to the Doctor of Physical Therapy (DPT) degree in 2000. In the fall of 2006 the Department of Physical Therapy at the University of Scranton filed an Application for Approval of Substantive Change (AASC) with the Commission on Accreditation in Physical Therapy Education (CAPTE). This is the last step in the official conversion to the DPT.

**MISSION, CHARACTERISTICS AND, GOALS OF THE UNIVERSITY**

The Mission Statement of the University of Scranton

The University of Scranton is a catholic and Jesuit university animated by the spiritual vision and the tradition of excellence characteristic of the Society of Jesus and those who share its way of proceeding. The University is a community dedicated to the freedom of inquiry and personal development fundamental to the growth in wisdom and integrity of all who share in life.

Characteristics and Goals

As a Catholic and Jesuit University, The University of Scranton will:

1. Share with all the fullness of the Catholic intellectual tradition, the distinctive worldview of the Christian Gospels, and the Spirituality of St. Ignatius Loyola.
2. Educate men and women for others who are committed to the service of faith and promotion of justice.
3. Invite persons from other religious traditions and diverse backgrounds to share in our work and contribute to our missions.

As a Comprehensive University, The University of Scranton will:

4. Offer degree programs at the undergraduate and graduate levels in the traditional disciplines of the liberal arts as well as in pre-professional and professional areas.
5. Provide educational opportunities and support programs that promote the mission of the University, meet the needs and interests of traditional and non-traditional students, and serve the needs of the local region.

As a University in the Liberal Arts Tradition, The University of Scranton will:

6. Offer undergraduate students a core curriculum in the Jesuit tradition based on the arts and sciences.
7. Impart to students the importance of gathering, evaluating, disseminating, and applying information using traditional and contemporary methods.
8. Provide learning experiences that reach beyond the fundamental acquisition of knowledge to include understanding interactions and syntheses through discussion, critical thinking, and application.
9. Promote a respect for knowledge and a lifelong commitment to learning, discernment and ethical decision making.

As a Caring Community, The University of Scranton will:

10. Foster a spirit of caring, grounded in Jesuit tradition of *cura personalis* that enables all members of our community to engage fully in our missions, according to their needs and interests.

11. Facilitate the personal growth and transformation of all members of the University community through a spirit of caring.

12. Extend this spirit of caring to the wider community through civic engagement and service.

13. Enhance our sense of community by demonstrating high standards and care for our physical environment.

As a Dynamic Institution, The University of Scranton will:

14. Develop goals and aspirations by systematically reflecting on opportunities for and challenges to fulfilling our mission.

15. Fulfill our mission through careful planning and management of resources in order to achieve our aspirations while remaining affordable to our students.

16. Engage the University community in purposefully monitoring progress toward the accomplishment of our mission.

THE MISSION, PHILOSOPHY, AND OBJECTIVES OF THE PHYSICAL THERAPY DEPARTMENT

Mission

In concert with the Catholic and Jesuit mission of the University of Scranton, the Department of Physical Therapy aspires to graduate knowledgeable, service-oriented, self-assured, adaptable, reflective physical therapists who are competent and sensitive to individual diversity. The Department of Physical Therapy promotes the quest for excellence and knowledge along with a commitment for life-long learning. Graduates are expected to render independent judgments that are ethical and based on the best clinical practices and scientific evidence currently available. The Department fosters a spirit of caring for the whole person and strives to prepare its graduates for service to others.

Revised 12-18-06

Department of Physical Therapy Philosophy

We, the members of the Department of Physical Therapy at The University of Scranton, subscribe to the belief that physical therapy is an essential component of the health care delivery system and that every individual should have access to appropriate health care services. We believe that health promotion, preventative healthcare, wellness and rehabilitation are essential to the health-related quality of life for our patients/clients.
We believe that the curricular plan, departmental policies and procedures, and academic and clinical experiences to be followed by every student are optimal in the development of knowledgeable, skilled, ethical and responsible physical therapists that will practice in a competent and compassionate manner.

We recognize the necessity for scientific inquiry in providing the best evidence for safe and effective clinically based practice. We support the sharing of ideas, values and philosophies and encourage collaboration between students and faculty in the pursuit of knowledge.

We are committed to freedom of inquiry and the personal development fundamental to the growth in wisdom and integrity of our entire faculty, staff and students and those which when they interact.

We support the profession of physical therapy through involvement in professional organizations and believe that all physical therapists should play a role developing standards of practice healthcare policy while ensuring the availability, accessibly and optimal delivery of physical therapy services. By serving as role models, the academic and clinical faculties strive to assist the students in their quest to become contributing members of the profession as society at large.

**Doctor of Physical Therapy (DPT)**

**Program/Goals/Objectives**

**Admissions (Students):**

Goal 1. To enroll graduate-level students who are academically strong, caring, and committed to the profession of physical therapy.

   Objective 1a. To recruit an annual pool of approximately 40 – 45 students who meet the prerequisites for admission into the professional DPT program.

   Objective 1b. To recruit students who are diverse in terms of life experience and culture.

**Curriculum:**

Goal 2. To offer a curriculum that prepares students to become physical therapists who are capable of providing physical therapy services in any physical therapy setting.

   Objective 2a. To provide students with the knowledge and theoretical basis in the major areas of physical therapy practice.

   Objective 2b. To provide classroom, laboratory, and clinical and social experiences that bridge the gap between theory and practice.

   Objective 2c. To provide experiences that foster the development of communication skills including appropriate documentation.
Objective 2d. To provide experiences that foster the development of reflective thinking, problem solving, decision making and supervisory capability.

Objective 2e. To provide a learning environment that encourages self-assessment and life-long learning.

Objective 2f. To provide experiences and an environment that demonstrate the safe, effective, ethical and legal practice of physical therapy.

Objective 2g. To provide mechanisms for modifications to the curriculum that reflect the current state of practice.

Faculty:

Goal 3. To sustain department faculty who are qualified for their respective roles and responsibilities.

Objective 3a. To recruit and retain faculty with diverse backgrounds that are qualified to teach in their respective content areas and who freely support the mission and characteristics of the University of Scranton.

Objective 3b. To insure that faculty meet the standards of teaching set by the University of Scranton and CAPTE.

Objective 3c. To provide an environment that supports and encourages faculty development in the areas of teaching, scholarship and service.

Objective 3d. To provide support and encourage faculty development and sustain an active research agenda which contributes to the body of knowledge in the area of rehabilitation and actively involves students.

Objective 3e. To provide an environment that encourages faculty to be active in professional organizations and actively engaged in service to the University, the profession and the community at large.

Students:

Goal 4. To graduate entry-level physical therapists who meet the changing needs of the individuals who they will serve.

Objective 4a. To graduate entry-level physical therapists who are prepared to address the unique physical and psychosocial characteristics of patients/clients.

Objective 4b. To graduate entry-level physical therapists that are prepared to practice their profession in a manner which adheres to legal regulations and professional ethical standards.
Objective 4c. To graduate entry-level physical therapists who are capable of providing safe, effective and ethical care for individuals of various backgrounds in varied settings throughout the lifespan spectrum.

Community Relationships:

Goal 5. To actively support the University community, the professional community and the community at large.

Objective 5a. To play an active role in the mission, characteristics and direction of the University of Scranton by participating in activities such as committees, boards and governance bodies.

Objective 5b. To encourage membership and participation in the American Physical Therapy Association and other related professional groups at the district, chapter and national levels.

Objective 5c. To foster in our students attitudes regarding the value of active involvement in professional organizations and service to the committees in which they live and practice.

Objective 5d. To actively engage with local physical therapists and other healthcare providers as guest lecturers, professional consultants, advising committee members, research collaborations and clinical instructors.

Objective 5e. To provide continuing education opportunities to the professional community.

NORMATIVE MODEL OF PHYSICAL THERAPIST

PROFESSIONAL EDUCATION DEFINATION OF PHYSICAL THERAPY

“Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. For more than 750,000 people every day in the United States, physical therapists: diagnose and manage movement dysfunction and enhance physical and functional abilities; restore, maintain and promote not only optimal physical function but optimal wellness and fitness and optimal quality of life as it relates to movement and health; and prevent the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from disease, disorders, conditions, or injuries . . . .

As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation: in prevention, health maintenance, and programs that promote health, wellness, and fitness; and in professional and community organizations. Physical therapists also play important roles both in developing standards for physical therapists practice and in developing health care policy to ensure availability, accessibility, and optimal delivery of physical therapy services. Physical therapy is covered by federal, state, and private insurance plans. The positive impact of physical therapists’ services on health-related quality of life is well accepted.
The practice of physical therapy necessitates that the individual physical therapist engages in specific and complex cognitive, psychomotor, and affective behaviors when providing services to patients/clients, families, or caregivers. Using their body of knowledge, physical therapists integrate five elements of care in a manner designed to maximize the patient’s/client’s outcome.

- **Examination.** A comprehensive screening and specific testing process leading to diagnostic classification or, as appropriate, to a referral to another practitioner. The examination has three components: (1) the patient/client history, (2) the systems review, and (3) tests and measures.

- **Evaluation.** A dynamic process in which the physical therapist makes clinical judgments based on data gathered during the examination.

- **Diagnosis.** Both a process and a label. The diagnostic process includes integrating and evaluating the data that are obtained during the examination to describe the patient/client condition in terms that will guide the prognosis, the plan of care, and intervention strategies. Physical therapists use diagnostic labels that identify the impact of a condition on function at the level of the system (especially the movement system) and at the level of the whole person.

- **Prognosis.** The determination of the predicted optimal level of improvements in function and the amount of time needed to reach that level, and also may include a prediction of levels of improvement that may be reached at various intervals during the course of therapy.

- **Intervention.** The purposeful interaction of the physical therapist with the patient/client and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques (e.g., coordination, communication, documentation, patient-related instruction, procedural interventions including therapeutic exercise, functional training in self-care and home management (including ADL and IADL), functional training in work (job/school/play), community, and leisure integration and reintegration (including ADL, work hardening, and work conditioning) manual therapy techniques (including mobilization/manipulation), prescription, application and, as appropriate, fabrication of devices and equipment (assistive, adaptive, orthotic, protective, supportive, and prosthetic), airway clearance techniques integumentary repair and protection techniques, electrotherapeutic modalities, and physical agents and mechanical modalities to produce changes in the condition that are consistent with the diagnosis and prognosis.

Throughout the entire episode of care, the physical therapist determines the anticipated goals and expected outcomes for each intervention. Beginning with the history, the physical therapist identifies patient/client expectations, perceived need for physical therapy services, personal goals, and desired outcomes . . . As the patient/client reaches the termination of physical therapy services and the end of the episode of care, the physical therapist measures the global outcomes of the physical therapy services by characterizing or quantifying the impact of the physical therapy interventions on the following domains: pathology/pathophysiology (disease, disorder, condition), impairments, functional limitations, disabilities, risk reduction/prevention, health, wellness, and fitness, societal resources, and patient/client satisfaction.
These complex processes, as delineated, reflect the needs of patients/clients, families, or caregivers for physical therapy services in the contemporary health care environment. As is necessary for any profession, physical therapists must routinely and systematically assess the external environment to determine the context in which their services will be provided. Based on such an assessment, the profession develops a vision for the role and future practice of physical therapists that anticipates the changing needs and demands of society. Thus, to render such an assessment requires that the profession continually analyze the current health care environment and the complex issues that surround that dynamic system. The profession of physical therapy values the contributions and work of other organizations that influence health care and its delivery, such as the Institute of Medicine’s core competencies for health care professionals, goals for Healthy People 2010, the Department of Health and Human Services with respect to cultural competence, and outcomes resulting from the Human Genome Project.


The terms “Physical Therapy” and “Physiotherapy,” and the terms “Physical Therapist” and “Physiotherapist” are synonymous.


**PRACTICE EXPECTATIONS**

Practice expectations are a description of behaviors, skills or knowledge that defines the expected performance of the physical therapist. When taken in aggregate, they describe the performance of the graduate open entry into the practice of Physical Therapy.

1.0 **Professional Practice Expectation: Accountability**

1.1 Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.

1.2 Has a fiduciary responsibility for all patients/clients.

1.3 Practice in a manner consistent with the professional code of ethics.

1.4 Change behavior in response to understanding the consequences (positive and negative) of his or her actions.

1.5 Participate in organization and efforts that support the role of the physical therapists in furthering the health and wellness of the public.

2.0 **Professional Practice Expectation: Altruism**

2.1 Place patient’s/client’s needs above the physical therapist’s needs.

2.2 Incorporate *pro bono* services into practices.

3.0 **Professional Practice Expectation: Compassion/Caring**
3.1 Exhibit caring, compassion, and empathy in providing services to patients/clients.
3.2 Promote active involvement of the patient/client in his or her care.

4.0 **Professional Practice Expectation: Integrity**
4.1 Demonstrate integrity in all interactions with patients/clients, family members, caregivers, other health care providers, students other consumers, and payers.

5.0 **Professional Practice Expectation: Professional Duty**
5.1 Demonstrate professional behavior in all interactions with patients/clients, family members, caregivers, other health care providers, students, other consumers, and payers.
5.2 Participate in self-assessment to improve the effectiveness of care.
5.3 Participate in peer-assessment activities.
5.4 Effectively deal with positive and negative outcomes resulting from assessment activities.
5.5 Participate in clinical education of students.
5.6 Participate in professional organizations.

6.0 **Professional Practice Expectation: Communication**
6.1 Expressively and receptively communicate in a culturally competent manner with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policy makers.

7.0 **Professional Practice Expectation: Cultural Competence**
7.1 Identify, respect, and act with consideration for patients’/clients’ differences, values, preferences, and expressed needs in all professional activities.

8.0 **Professional Practice Expectation: Clinical Reasoning**
8.1 Use clinical judgment and reflection to identify, monitor, and enhance clinical reasoning in order to minimize errors and enhance patient/client outcomes.
8.2 Consistently apply current knowledge, theory, and professional judgment while considering the patient/client perspective in patient/client management.

9.0 **Professional Practice Expectation: Evidence-Based Practice**
9.1 Consistently use information technology to access sources of information to support clinical decisions.
9.2 Consistently and critically evaluate sources of information related to physical therapy practice, research, and education and apply knowledge from these sources in a scientific manner and to appropriate populations.

9.3 Consistently integrate the best evidence for practice from sources of information with clinical judgment and patient/client values to determine the best care for a patient/client.

9.4 Contribute to the evidence for practice by written systematic reviews of evidence or written descriptions of practice.

9.5 Participate in the design and implementation of patterns of best clinical practice for various populations.

10.0 **Professional Practice Expectation: Education**

10.1 Effectively educate others using culturally appropriate teaching methods that are commensurate with the needs of the learner.

11.0 **Patient/Client Management Expectation: Screening**

11.1 Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional.

12.0 **Patient/Client Management Expectation: Examination**

12.1 Examine patients/clients by obtaining a history from them and from other sources.

12.2 Examine patients/clients by performing systems reviews.

12.3 Examine patients/clients by selecting and administering culturally appropriate and age-related tests and measures.

13.0 **Patient/Client Management Expectation: Evaluation**

13.1 Evaluate data from the examination (history, systems review, and tests and measures) to make clinical judgments regarding patients/clients.

14.0 **Patient/Client Management Expectation: Diagnosis**

14.1 Determine a diagnosis that guides future patient/client management.

15.0 **Patient/Client Management Expectation: Prognosis**

15.1 Determine patient/client prognosis.
16.0 Patient/Client Management Expectation: Plan of Care

16.1 Collaborate with patients/clients, family members, payers, other professionals, and other individuals to determine a plan of care that is acceptable, realistic, culturally competent, and patient/client-centered.

16.2 Establish a physical therapy plan of care that is safe, effective, and patient/client-centered.

16.3 Determine patient/client goals and outcomes within available resources and specify expected length of time to achieve the goals and outcomes.

16.4 Deliver and manage a plan of care that is consistent with legal, ethical, and professional obligations, and administrative policies and procedures of the practice environment.

16.5 Monitor and adjust the plan of care in response to patient/client status.

17.0 Patient/Client Management Expectation: Intervention

17.1 Provide physical therapy interventions to achieve patient/client goals and outcomes.

17.2 Provide effective culturally competent instruction to patients/clients and others to achieve goals and outcomes.

17.3 Complete documentation that follows professional guidelines, guidelines required of the health care systems, and guidelines required by the practice setting.

17.4 Practice using principles of risk management.

17.5 Respond effectively to patient/client and environmental emergencies in one’s practice setting.

18.0 Patient/Client Management Expectation: Outcomes Assessment

18.1 Select outcome measures to assess individual and collective outcomes of patients/clients using valid and reliable measures that take into account the setting in which the patient/client is receiving services, cultural issues, and the effect of societal factors such as reimbursement.

18.2 Collect data from the selected outcomes measures in a manner that supports accurate analysis of individual patient/client outcomes.

18.3 Analyze results arising from outcomes measures selected to access individual outcomes of patients/clients.

18.4 Use analysis from individual outcomes measurements to modify the plan of care.

18.5 Select outcome measures that are valid and reliable and shown to be generalizable to patient/client populations being studied.
19.0 Practice Management Expectation: Prevention, Health Promotion, Fitness and Wellness

19.1 Provide culturally competent physical therapy services for prevention, health promotion, fitness, and wellness to individuals, groups, and communities.

19.2 Promote health and quality of life by providing information on health promotion, fitness, wellness, disease, impairment, functional limitation, disability, and health risks related to age, gender, culture and lifestyle with the scope of physical therapy practice.

19.3 Apply principles of prevention to defined population groups.

APTA CODE OF ETHICS

PREAMBLE - This Code of Ethics of the American Physical Therapy Association sets forth principles for the ethical practice of physical therapy. All physical therapists are responsible for maintaining and promoting ethical practice. To this end, the physical therapist shall act in the best interest of the patient/client. This Code of Ethics shall be binding on all physical therapists.

PRINCIPLE 1
A physical therapist shall respect the rights and dignity of all individuals and shall provide compassionate care.

PRINCIPLE 2
A physical therapist shall act in a trustworthy manner towards patients/clients, and in all other aspects of physical therapy practice.

PRINCIPLE 3
A physical therapist shall comply with laws and regulations governing physical therapy and shall strive to effect changes that benefit patients/clients.

PRINCIPLE 4
A physical therapist shall exercise sound professional judgment.

PRINCIPLE 5
A physical therapist shall achieve and maintain professional competence.

PRINCIPLE 6
A physical therapist shall maintain and promote high standards for physical therapy practice, education and research.

PRINCIPLE 7
A physical therapist shall seek only such remuneration as is deserved and reasonable for physical therapy services.

PRINCIPLE 8
A physical therapist shall provide and make available accurate and relevant information to patients/clients about their care and to the public about physical therapy services.

PRINCIPLE 9
A physical therapist shall protect the public and the profession from unethical, incompetent, and illegal acts.

PRINCIPLE 10
A physical therapist shall endeavor to address the health needs of society.

PRINCIPLE 11
A physical therapist shall respect the rights, knowledge, and skills of colleagues and other health care professionals.

CODE OF ETHICS HOD S06-00-12-23 (Program 17) [Amended HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]
APTA VISION STATEMENT

Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in clients’ health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and –supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.

American Physical Therapy Association, Alexandria, VA. HOD 06-00-12-23 (Program 17) [Amended HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD06-73-13-24]
ADMISSION REQUIREMENTS TO THE DPT PROGRAM

Students may enter the DPT program at the University of Scranton in one of three ways.

1. Guaranteed Admission – A select group of incoming freshmen who indicate an interest in the Doctor of Physical Therapy program will be offered “guaranteed admission” as they enter the University based on the strength of their overall application. Students who receive a guaranteed admission must complete all prerequisite courses with a grade of C or better, carry an overall GPA of 3.0 or higher and complete the required clinical observations as outlined by the Physical Therapy Department. They will be expected to confirm their intention annually and should apply to the Graduate School formally in the fall semester of their senior year by completing a Graduate School application.

2. Early Admission: University of Scranton students who are interested in the DPT program can apply for early admission into the program by completing a Graduate School application in the first semester of their senior year. Students must have completed all the necessary prerequisite courses with a grade of C or better, carried an overall GPA of 3.0 or higher and complete the required clinical observations as outlined by the Physical Therapy Department.

3. Regular Admission: Students not enrolled at The University of Scranton may seek regular admission into the DPT program during their senior year, by completing and submitting a Graduate School application.

PRE-PROFESSIONAL PREREQUISITE COURSES

<table>
<thead>
<tr>
<th>DPT Prerequisites</th>
<th>University of Scranton Course or Transfer Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology/labs 2 courses 6 credits</td>
<td>Biol 110 – 111 Structure and Function of the Human Body (E) 8 credits or Biol 140 – 141 General Biology (E) 9 credits</td>
</tr>
<tr>
<td>General Chemistry/labs 2 courses 6 credits</td>
<td>Chem 112(L) – Chem 113(L) (E) 9 credits</td>
</tr>
<tr>
<td>General Phys/labs 2 courses 6 credits</td>
<td>Phys 120 – 121 General Physics (E) 8 credits or Phys 141 – 142 Elements of Physics (E) 8 credits</td>
</tr>
<tr>
<td>Mammalian Physiology (Biol 245) 1 course 3 credits</td>
<td>Biol 245 Mammalian Physiology 4.5 credits</td>
</tr>
<tr>
<td>Math (trig &gt;) 1 course 3 credits</td>
<td>Math 103 Pre-calculus Mathematics (Q) 4 credits or Math 114 Analysis I (Q) 4 credits or Math 221 Analysis II (Q) 4 credits</td>
</tr>
<tr>
<td>General Psychology 1 course 3 credits</td>
<td>Psych 110 Fundamentals of Psychology (S) 3 credits</td>
</tr>
<tr>
<td>Advanced Psychology 1 course 3 credits</td>
<td>Psych 221 Childhood and Adolescence (S) 3 credits, Psych 222 Adulthood and Aging (S) 3 credits, Psych 225 Abnormal Psychology (S) 3 credits or Psych 231 Behavioral Neuroscience (E) 3 – 4.5 credits Exsc 440 Advanced Psychology of Sport &amp; Exercise – 3 credits</td>
</tr>
<tr>
<td>Statistics 1 course 3 credits</td>
<td>Educ 120 Applied Statistics (Q,W) 3 credits or Psych 210 Statistics in the Behavioral Sciences (Q) 3 credits</td>
</tr>
<tr>
<td>Computer Literacy 1 course 3 credits</td>
<td>C/IL Computing Information Literacy 3 credits</td>
</tr>
<tr>
<td>Sixty (60) hours of Observation</td>
<td>Observation with a Licensed Physical Therapist in at least two (2) different clinical settings. Forms are available in the PT Department.</td>
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Medical Ethics strongly recommended
## Doctor of Physical Therapy (DPT) Curriculum

### SUMMER SESSION

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PT 700</td>
<td>Anatomy for PT</td>
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### FALL SEMESTER

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>PT 701</td>
<td>Introduction to PT</td>
<td>3</td>
</tr>
<tr>
<td>PT 702</td>
<td>Basic Patient Management in PT</td>
<td>3</td>
</tr>
<tr>
<td>PT 706</td>
<td>Kinesiology and Pathokinesiology for PT</td>
<td>4</td>
</tr>
<tr>
<td>PT 707</td>
<td>Applied Clinical Neuroscience for PT</td>
<td>4</td>
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<tr>
<td>PT 753</td>
<td>Applied Pathology for PT</td>
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</tr>
<tr>
<td>PT 781</td>
<td>PT Grand Rounds I</td>
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Total: 6 (46)**

### SPRING SEMESTER

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<tr>
<th>Number</th>
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<tbody>
<tr>
<td>PT 703</td>
<td>Advanced Patient Management in PT</td>
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<tr>
<td>PT 704</td>
<td>Therapeutic Exercise in PT</td>
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<tr>
<td>PT 705</td>
<td>Therapeutic Modalities in PT</td>
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<tr>
<td>PT 711</td>
<td>Neurological PT I</td>
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<tr>
<td>PT 713</td>
<td>Orthopedic PT I</td>
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<tr>
<td>PT 791</td>
<td>PT Clinical Education Seminar I</td>
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Total: 17 (23)**

### SUMMER SESSION

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<tbody>
<tr>
<td>PT 794</td>
<td>PT Internship II</td>
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### FALL SEMESTER

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<tr>
<td>PT 712</td>
<td>Neurological PT II</td>
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<tr>
<td>PT 714</td>
<td>Orthopedic PT II</td>
<td>4</td>
</tr>
<tr>
<td>PT 741</td>
<td>Cardiovascular and Pulmonary PT</td>
<td>3</td>
</tr>
<tr>
<td>PT 752</td>
<td>Pharmacology for PT</td>
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<td>PT 771</td>
<td>Scientific Inquiry I in PT</td>
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<tr>
<td>PT 782</td>
<td>PT Grand Rounds II</td>
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Total: 6 (46)**

### SPRING SEMESTER

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<tr>
<td>PT 721</td>
<td>Rehabilitation I for PT</td>
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<tr>
<td>PT 731</td>
<td>Pediatric PT</td>
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<tr>
<td>PT 732</td>
<td>Geriatric PT</td>
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</tr>
<tr>
<td>PT 744</td>
<td>Motor Control/Motor Learning for PT</td>
<td>3</td>
</tr>
<tr>
<td>PT 755</td>
<td>Principles of Teaching/Learning in PT</td>
<td>2</td>
</tr>
<tr>
<td>PT 761</td>
<td>Advanced Clinical Skills for PT</td>
<td>1</td>
</tr>
<tr>
<td>PT 772</td>
<td>Scientific Inquiry II in PT</td>
<td>2</td>
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<tr>
<td>PT 793</td>
<td>PT Clinical Education Seminar II</td>
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Total: 17.5 (63.5)**

### SUMMER SESSION

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### FALL SEMESTER

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<th>Credits</th>
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<tbody>
<tr>
<td>PT 722</td>
<td>Rehabilitation II for PT</td>
<td>2</td>
</tr>
<tr>
<td>PT 743</td>
<td>Psychosocial Aspects of Disability for PT</td>
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</tr>
<tr>
<td>PT 754</td>
<td>Diagnosis for PT</td>
<td>3</td>
</tr>
<tr>
<td>PT 756</td>
<td>Professional Practice Issues for PT</td>
<td>1</td>
</tr>
<tr>
<td>PT 757</td>
<td>Organization &amp; Management for PT</td>
<td>3</td>
</tr>
<tr>
<td>PT 761</td>
<td>Advanced Clinical Skills for PT</td>
<td>1</td>
</tr>
<tr>
<td>PT 773</td>
<td>Scientific Inquiry III in PT</td>
<td>2</td>
</tr>
<tr>
<td>PT 783</td>
<td>PT Grand Rounds III</td>
<td>1</td>
</tr>
<tr>
<td>PT 795</td>
<td>PT Clinical Education Seminar III</td>
<td>1</td>
</tr>
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Total: 6 (87.5)**

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT 796</td>
<td>PT Internship III/IV</td>
<td>12</td>
</tr>
</tbody>
</table>

**Credit running total**

The Department of Physical Therapy reserves the right to modify the curriculum as deemed necessary.

August 2006
REGISTRATION

The University uses touch-tone phone and web-based registration systems. The Graduate School provides registration information, online passwords, etc. for registration each semester. PIN numbers will be available from the Department secretary located in Leahy 1010.

MENTORING

Each PT major is assigned to a faculty mentor. The faculty mentor is available to answer questions and offer advice regarding the PT Department and the physical therapy profession.

DPT SERVICE LEARNING REQUIREMENTS

Service-learning is an experimental education approach grounded in the concept or idea of “reciprocal learning.” The concept of reciprocal learning refers to the ideas that learning flows from service activities. In other words, those who provide service and those who receive it “learn” from the experience. Service-Learning is only fully realized when both the providers and recipients of a service benefit from the activities. “Service-Learning” occurs when there is a balance between learning goals and service outcomes (Sigmon, 1979).

The Department of Physical Therapy requires students to not only look at their chosen field of study, but also the world around them. The opportunity to share one’s talent with the community benefits not only the recipient but also impact on ones professional growth as well. We are committed to developing professionals that are enriched by their communities and the experiences, which they have shared together. The Department of Physical Therapy Mission in concert with the Mission and Characteristics of the University of Scranton strongly emphasizes service to others.

Three DPT courses have a service learning components.

Year One

PT 791 PT Clinical Education Seminar I 20 hours

Year Two

PT 793 PT Clinical Education Seminar II 20 hours

Year Three

PT 795 PT Clinical Education Seminar III 20 hours

Students will be given additional information regarding the successful completion of their service-learning requirements by the instructors of the previously listed courses. The site and type of service must be pre-approved by the instructor and students will be required to keep a service-learning log.
DPT GRAND ROUNDS

All DPT students are required to attend and participate in PT Grand Rounds. PT Grand Rounds is a series of three courses based on the Physician Model. Each week students will present medically or surgically related topics and/or case studies pertinent to the practice of Physical Therapy. Students enrolled in PT Grand Rounds III will be responsible for the actual presentations. When feasible, the presentations may incorporate the use of physicians or other professionals. Students enrolled in PT Grand Rounds II are required to attend PT Grand Rounds and will assist the PT Grand Round students in research and preparation for the presentations. Students enrolled in PT Grand Rounds I are required to attend Grand Rounds, but are not responsible for any preparation or presentations. Students must register for Grand Rounds I, but receive no credit. They must, however, attend to receive a grade of “S” for the course.

DPT ADVANCED CLINICAL SKILLS (ACS) COURSES

DPT students are eligible to enroll for ACS courses during the spring semester of the second year and the fall semester of the third year. To be eligible to graduate, students must take a minimum of two ACS courses. Each course is one credit. Several ACS courses will be offered each fall and spring semester. The topics will vary from year to year. The purpose of the ACS courses to offer interested students the opportunity to gain advanced in knowledge in various areas of practice. Because the instructors for a number of the ACS courses are not members of the University of Scranton Department of Physical Therapy core faculty, the courses are often offered in the evening or on week-ends. Available course offerings are posted in the PT Department before registration each semester.

PROFESSIONAL DEVELOPMENT COURSES

DPT majors in the third year may explore an area of special interest via this mentored independent study course. A faculty advisor is assigned to mentor the student’s work. The course is registered as a “Reader”, and the PT Department Chair coordinates the course.

Student Responsibilities:

- Initiate contact with a faculty member about project topic and willingness to serve as advisor.
- Register for the course.
- Complete all course requirements as negotiated with the faculty advisor.

Faculty Advisor Responsibilities:

- Guide the student as s/he develops the project topic.
- Establish course requirements (including timeline) in consultation with the student.
- Approve and grade the student's work.
STUDENT ADVANCEMENT AND RETENTION IN THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Physical therapy (DPT) majors are expected to maintain full time enrollment and follow the curriculum (including all internships) as described in the catalog.

GRADING SYSTEM FOR THE GRADUATE SCHOOL

The following grades are used in graduate course work:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Credit</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>Superior/Outstanding</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>Fair</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>Passing grade</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>Minimal passing grade</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
<tr>
<td>S</td>
<td>Not computed</td>
<td>Satisfactory or Pass</td>
</tr>
<tr>
<td>U</td>
<td>Not computed</td>
<td>Unsatisfactory or Fail</td>
</tr>
</tbody>
</table>

STANDARDS OF PROGRESS FOR ALL GRADUATE STUDENTS

All students must have a cumulative graduate grade point average (GPA) of at least 3.0 in order to graduate. In addition, it is expected that all students must maintain a cumulative graduate GPA of at least 3.0 in order to remain in good academic standing. Students are required to have a GPA of 3.0 or better to progress to any of the Clinical Internships.

If a student is placed on academic probation, then the student is required to earn a cumulative graduate GPA of at least 3.0 by the end of the next semester.
   a. Successful achievement of this expectation will result in the student’s being reinstated to regular academic status.
   b. Failure to fulfill this expectation will cause the student to be subject to dismissal.

DPT STUDENT NORMAL PROGRESSION

DPT students must pass all designated courses in sequence to progress to next level. If a student fails to pass all the courses in a particular semester, they will be placed on PT Department probation and required to come back the following year and resume in the semester where the deficiency occurred. The curriculum is planned to progress from less complex concepts and skills to more complex concepts and skills. Therefore, no student will be allowed to progress to the more complex portions of the curriculum until they have completed the elements basic to that coursework. If a DPT student fails to pass more than one course in a semester they face
dismissal from the program. They can appeal the decision to the Department Chair, but it will be at the discretion of the Department of Physical Therapy Faculty whether that student will placed on Department probation and allowed to resume the following year and remediate their areas of deficiency. Normally, a student would only be allowed to remediate once during the three-year program. A student may appeal this to the Department Chair and once again any exemption from this policy will be at the discretion of the Department of Physical Therapy Faculty. Appeals of PT Department decisions regarding retention and progression through the DPT curriculum should be taken to the Office of the Dean of the Graduates School. Decisions by the Dean’s Office regarding retention and/or progression through the program are final.

PT Department probation will be removed when the deficiency has been corrected. Students on PT Department Probation must submit a written plan for remediation to the PT Department Chair for approval before remediation can begin. Students should develop the written plan for remediation in consultation with their PT Department faculty mentor and/or the Department of Physical Therapy Chair.

Students who have not completed all the coursework prior to an internship will not be allowed to advance to the internship until all of their deficiencies have been corrected. If a student is asked to come back the following year to make up a deficiency, they will be required to retake and pass the final examinations and practical examinations for any course considered essential for safe and successful completion of that internship. Students who display unsafe or unprofessional behaviors may also be denied approval to begin an internship until the situation has been corrected.

Course, unit, and individual performance exam grades below 77% are unacceptable for progression through the curriculum and will initiate the probation policy. Please also consult the syllabus for each course and comply with the additional policies contained in each syllabus for each course.

**LEAVE OF ABSENCE**

The PT Department complies with the University policy on Leave of Absence (see the Graduate School catalog). PT majors must obtain Department Chair and Graduate School Dean approval. Students returning following a leave of absence may be required to retake and pass the final examinations and practical examination for any course considered essential for safe and successful completion of their next internship.

**STUDENT GRIEVENCE PROCEDURE**

PT majors who receive a grade or evaluation that they feel is incorrect should first speak with the instructor. If the problem is not resolved, the student should contact the PT Department Chair. If the problem remains unresolved, the student should contact the Dean of the Graduate School.
PROFESSIONAL BEHAVIORS

Cell phones must be turned off in classrooms, laboratories and while in clinical settings. Ringing cell phones in these settings are annoying, discourteous and not good examples of professional behavior.

Professional behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are required for success in the profession, both in the academic and clinical settings. The following ten physical therapy-specific professional behaviors define the behavior/conduct expected of PT majors. These behaviors are formally evaluated using the Professional Behavior Assessment Portfolio three times during the curriculum. Many PT majors may already demonstrate some or all of the professional behaviors. If not, faculty are available to facilitate growth toward this goal. Please carefully read the 10 professional behaviors. These behaviors are as important as your academic performance.

** **BEHAVIOR** | **DEFINITION**
--- | ---
Commitment to Learning | The ability to self-assess, self-correct, and self direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
Interpersonal Skills | The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
Communication Skills | The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
Effective Use of Time and Resources | The ability to obtain the maximum benefit from a minimum investment of time and resources.
Use of Constructive Feedback | The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
Problem-Solving | The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Professionalism | The ability to exhibit appropriate professional conduct and to represent the profession effectively.
Responsibility | The ability to fulfill commitments and to be accountable for actions and outcomes.
Critical Thinking | The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
Stress Management | The ability to identify sources of stress and to develop effective coping behaviors.

** Developed by the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education. 9:1, Spring 1995.**
ACADEMIC INTEGRITY

PT majors are expected to exhibit the highest standards of academic honesty. Cheating, plagiarism, etc. will not be tolerated, and will be dealt with according to the Academic Code of Honesty promulgated by the University.

- If a faculty member observes an incident or discovers evidence that indicates a student may be in breach of the University Code of Academic Integrity, the incident should be reported in writing to the Department Chair that will schedule a faculty meeting or place it on the agenda of the next regularly scheduled faculty meeting. If the majority of faculty members believe that there is no “hard evidence” to support the suspicion, the student(s) in question will not be confronted, but will remain under observation.

- If the majority of faculty members believe that there is sufficient evidence to indicate that a breach in academic integrity has occurred, the Chair will request that the student(s) appear at a special or scheduled faculty meeting for further investigation. Documentation regarding the incident and the meeting will be placed in the student(s) file.

- Following the student meeting, the faculty will determine by majority if the evidence against the student(s) is strong enough (“without a reasonable doubt”) to be considered a violation of academic integrity. If a violation is determined, the Department faculty will recommend an appropriate action, which may include, but is not limited to, failure of an exam or assignment, failure of a course and/or suspension or dismissal of the student from the Physical Therapy Program. The Dean of the Graduate School will be notified in writing of our recommendation and if the Dean is in agreement, the student will be notified of our decision in writing. If it is determined that there was not a violation, the student(s) will be given a warning and placed under observation. Documentation of this decision will be placed in the student(s) file.

- If the student does not agree with the action, an avenue of appeal may be pursued as per the University’s policy.

EXAMINATION POLICY

During examinations and/or other assessment activities students are not allowed to have any study materials, notes or textbooks open or on their desk unless allowed by the instructor for that specific assessment activity. Students must keep their eyes on their own papers at all times. Students are not allowed to wear hats or headgear of any type during exams except to satisfy cultural or religious customs and traditions. Students are not allowed to drinks or food on their desk or in their fields of vision during examinations. Students may not have cell phones (even if turned off) on their desk or in their field of vision during an examination.

AWARDING OF DEGREES

The Doctor of Physical Therapy (DPT) will be awarded upon successful completion of all the requirements listed in the DPT Student Handbook and the College of Graduate and Continuing Education catalog.
ATTENDANCE AND PARTICIPATION

Attendance and participation in all course meetings and activities are the required norms. The Department of Physical Therapy has a “no cuts” policy. When absence becomes necessary because of illness, family or other emergencies, students should contact the course instructor(s) for whose course(s) they will be missing. This can be done by phone or email and should be done prior to the class(es) being missed, if possible. It is the student’s responsibility to make-up work missed and it is at the discretion of the instructor to give make-up exams or accept late assignments.

Students should be prepared and on time for each course meeting (e.g. have assignments ready, be dressed appropriately in lab clothes if required, participate in discussions, ask questions). Chronic lateness, even if only a few minutes, is a serious matter and considered unprofessional behavior. Unexcused absence, lateness, and/or lack of participation will result in a final grade reduction of as much as 10% at the discretion of the instructor.

DRESS CODE

Doctor of Physical Therapy (DPT) students represent themselves, the University of Scranton, the Department of Physical Therapy and the profession at all times. The policy regarding dress and appearance during clinical internships is clearly addressed on page 22 of the Clinical Education Manual.

Students engaged in laboratory activities throughout the curriculum should dress appropriately for the activity. If you are unsure about how to dress for a particular laboratory experience, please check with the instructor for clarification.

DPT students often engage in program related activities off campus other than clinical internships. These may include, but are not limited to field trips, visits to the hospitals or other health care and/or rehabilitation facilities and service-learning sites. Wearing jeans, shorts, flip-flops, halter tops, t-shirts with writing or graphics other than the University of Scranton are not considered professional and should not be worn to these experiences. The policy found on 22 – 23 of the Clinical Education Manual regarding jewelry, piercing, tattoos, cosmetics, hair styles and personal hygiene apply to all off campus experiences related to the DPT program or the Department of Physical Therapy. If you are in doubt about what to wear for a particular activity, please check with the appropriate faculty member or the Director of Clinical Education.

UNPROFESSIONAL BEHAVIOR

1. When a faculty member observes inappropriate professional behavior by a student, which includes, but is not limited to, unexcused absences, chronic tardiness, disruptive behavior or remarks, the student should confidentially be made aware of the concern by the faculty member. Whether this is done verbally, by letter or email, a documented record of the action should be kept by the faculty member and a copy sent to the Department chair for inclusion in the student’s file.
2. If a change in behavior is not observed, the student will be given a second warning by the Department Chair. Documentation regarding the inappropriate behavior and the meeting with the Chair will be placed in the student’s file.

3. If this does not correct the behavior, an appearance will be scheduled with the student before the Physical Therapy Department faculty. The student should be apprised of our concerns and told that if the behavior does not cease they will face probation, suspended from the program for one year, or dismissed. Documentation of the meeting will be placed in the student’s file and a letter will be sent to the Dean of the Graduate School.

4. If the above process does not correct the behavior, a letter will be sent to the appropriate Dean(s) with the Department’s recommendation for dismissal or suspension.

The faculty expects each PT major to exhibit professional behavior in all learning experiences.

ADDITIONAL REQUIREMENTS

COMPREHENSIVE EXAMINATION

DPT students are required take the comprehensive examination during the fall term of the final year in the program.

A minimum score of 77% is required to pass. Students who do not pass the exam will be placed on PT Department Probation and offered the opportunity to re-take the exam. Students must pass the exam before they will be permitted to begin the final series of clinical internships. Normally, students who are unable to pass the exam after two attempts are dismissed from the PT Major. Variation from this policy is only at the discretion of the PT Department faculty and the Dean of the Graduate School and must be requested in writing by the student within one week (seven days) following notification that they did not pass the comprehensive exam.

OBJECTIVES OF THE COMPREHENSIVE EXAMINATION

- To identify students’ ability to apply, analyze, and synthesize knowledge relative to the objectives of the courses in the physical therapy curriculum.
- To identify problem solving strengths and weaknesses.
- To provide practice in taking a problem-based, timed examination.
- To provide data for curricular assessment.

CPR AND FIRST AID

Students are required maintain current Basic Life Support for Health Care Providers CPR certification. Certification must be by the American Heart Association, the American Red Cross or American Safety & Health Institute. Basic First Aid certification by the American Red Cross or equivalent is also required prior to by the end of the spring semester in year one.
Documentation of successful completion of these certifications is the responsibility of the student and is due by the end of the first week of fall semester classes.

Successful participation in the Doctor of Physical Therapy program requires that a candidate be able to meet the demands of the program. Physical therapy students must be capable of completing (with reasonable accommodations as needed) at least the following skills in a safe, reliable, and efficient manner, and be in compliance with legal and ethical standards as set forth by the APTA Code of Ethics and Standards of Practice. There are no substitutes for these essential skills. The applicant must be able to perform these skills throughout their matriculation in the program.

CLEARANCES NEEDED
In preparation for internships and observation in the Leahy Clinic for the Uninsured, students will be required to obtain Pennsylvania Child abuse and State Police Criminal Record Checks. Application information is available at:
http://academic.scranton.edu/department/cps/service_learning/clearances.shtml

ESSENTIAL FUNCTIONS FOR PARTICIPATION IN THE DOCTOR OF PHYSICAL THERAPY PROGRAM

Essential functions required of all Physical Therapy students:

1. Utilize effective and appropriate verbal, nonverbal, and written communication with patients, families, health care workers, and others.

2. Complete appropriate physical therapy procedures used to assess the function of the movement system in a timely manner. These include, but are not limited to, the assessment of cognitive/mental status, vital signs, pulmonary function, wound status, strength endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities and assistive device fit/use.

3. Determine the physical therapy needs of any patient with perceived or potential movement dysfunction.

4. Develop and document a plan of care for all types of patients requiring physical therapy services.

5. Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family into the plan of care.

6. Complete treatment procedures that are appropriate to the patient’s status and desired goals in a timely manner. These include, but are not limited to, exercise, developmental activities, balance training, gait training, transfer training, functional training, coordination training, positioning techniques, self-care activities, therapeutic modalities, and CPR.
7. Apply “Standard Precautions”.

8. Participate in the process of scientific inquiry.


10. Complete (with reasonable accommodations as needed) consultative activities in professional and lay communities.

11. Obtain and maintain certification in Cardiopulmonary Resuscitation and Community First Aid and Safety.

12. Participate in all laboratory experiences, which include serving as patient-demonstrator, for fellow students and instructors.

GUIDELINES FOR WRITTEN WORK

Written work should be typed or word-processed, double-spaced, all pages numbered, and should comply with the guidelines of the American Medical Association [AMA] Manual of Style, latest edition. Written work should be of the same quality as a manuscript submitted for publication in a professional journal. Spelling, grammar, style, etc. will be considered when grading written work. Please read the manuscript preparation instructions and articles published by PHYSICAL THERAPY and the JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION for examples of acceptable format and style. Person first language should be used at all times.

Instructions for Authors - PHYSICAL THERAPY -
http://www.apta.org/pt_journal/aut_info.html

Manuscript Preparation - JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION -
http://jama.ama-assn.org/info/auinst.html#1
PROTECTION OF HUMAN SUBJECTS

The Department of Physical Therapy takes protection of human subjects very seriously. Research of any type, including surveys is subject to the rules and regulations of the Office of Research Services (ORS). The ORS is the home of the Institutional Review Board (IRB).

[URL: http://academic.scranton.edu/department/ors/]

The Department of Physical Therapy has a Department Review Board (DRB) for the protection of human subjects. Information (including the PT DRB Policy & Procedure Manual) regarding the operation of the PT DRB can be found on the Department web page.

[URL: http://academic.scranton.edu/department/pt/]

All faculty and/or student research involving humans must be reviewed and approved by one of the boards. In general, the IRB must review research involving special protected groups such as minors, pregnant women, the mentally incompetent and prisoners. The DRB can review research not involving special groups which is deemed as carrying risk no more than that experienced in activities of everyday life, for the particular sample group.

USE OF HUMAN SUBJECTS FOR CLASSROOM OR LABORATORY DEMONSTRATION

Whenever an individual is asked to serve as a demonstration subject for any learning experience their safety and privacy are paramount. HIPAA rules and regulations are applicable in these situations. If a student intends to invite an individual to be part of a demonstration or presentation, they should notify the faculty or staff member responsible for the class in advance.

STUDENT'S RESPONSIBILITY TO KNOW AND UNDERSTAND CONTRAINDICATIONS BEFORE VOLUNTEERING TO BE A DEMONSTRATION/PRACTICE SUBJECTS

To become an effective and safe Physical Therapist, DPT students should experience the treatments that they will be administering. This provides them with the experience necessary to interpret patient’s responses to various treatments. However, students with contraindications to specific treatments should not expose themselves to unnecessary risk and includes conditions that may be aggravated by various physical agents or exercise protocols. If a student has a condition or suspects that they may have a condition that could make it unsafe for them to experience a particular treatment, it is the students responsibility to notify the instructor.

NON-CLASS EQUIPMENT USE

Non-classroom use of equipment (e.g. for study, research, etc.) requires written approval by the appropriate PT Department faculty or staff. PT majors who borrow equipment are responsible for its safe return (in good working order) to its designated storage area at the agreed upon return date or time. See one of the PT Department secretaries for equipment sign-out form, information and approval forms.
STUDENT USE OF AUDIO VISUAL EQUIPMENT

Students may use Department projectors, cameras and sound recording devices for use in department-related presentation such as, but not limited to Grand Rounds. Sign out sheets for some of the equipment are located in the Leahy 008 department secretary office. Students who borrow equipment are responsible for its safe return (in good working order) to its designated storage area at the agreed upon return date or time.

STUDENT COPY POLICY (PT DEPARTMENT)

A limited copy service is available for PT Department related coursework (e.g. course projects, presentations, handouts, etc).

Guidelines:
- Students may not use the PT Department photocopy machine.
- Submit requests for copying to the PT Department Secretary (LEA 008) AT LEAST 24 hours in advance.
- Maximum page limits - 4 page original and 50 pages total (per student). Maximum 4 transparencies per student. Work requests that exceed these limits cannot be handled by the PT Department and are the responsibility of the student.
- The following types of copy jobs will not be handled by the PT Department (and are the responsibility of the student):
  - course notes
  - photographs
  - journal articles (even for course assignments)
  - personal needs

PT DEPARTMENT COMPUTER LAB USE

The PT Department Computer Lab is a university computing resource. All policies, rules, and regulations contained in the Code of Responsible Computing (see http://www.uofs.edu/admin/coderes1.html) apply to the use of the PT Department Computer Lab.

PRIORITIES FOR USE

The following uses are arranged with highest priority listed first. Lab users who are engaged in lower priority activities may be asked to relinquish their computer station to a higher priority user. Use that is not related to courses or the university is prohibited.

1. Course-related work and Clinical Education Database
2. Other university-related work
3. Email (if it is course-related or university-related)
PRINTING IN THE COMPUTER LAB

Users may print ONE hard copy of course-related or university-related information using the computer lab printer(s). Multiple copies are not permitted. Attempts to print web-based documents may cause the main lab printer (laser) to malfunction. Users may not print web-based documents on the laser printer. Users are encouraged to save web-based documents to local diskettes and print them elsewhere. Users may attempt to print web-based documents on the ink-jet printer.

PROBLEMS

During regular business hours, the department secretaries monitor the lab for appropriate use and proper functioning. During extended hours, the work-study student in charge handles these duties. The administrator, secretaries, or work-study student may consult the HELP desk for additional support.

HOURS OF OPERATION

Hours of operation are posted outside the lab door. The lab will be open during normal business hours (M thru F – 8 AM to 8:30 PM and Sunday 6:30 PM to 8:30 PM). Additional hours will be scheduled based on need and supervisor availability. The lab will not be open when approved supervision is unavailable. Approved supervisors are the department secretaries, department faculty and work study students. As a professional courtesy, the computer lab is shared with the Occupational Therapy Department. Food and drinks are prohibited from the computer lab.

STUDENT LOCKERS

Each student is assigned a locker by the Department secretary located in Leahy 008 at the beginning of their first summer in the DPT program. Students are responsible for providing their own locks. Locks should be removed at the end of the fall semester of year three. Lock not removed in a timely fashion will be cut off and discarded.

PHYSICAL THERAPY STUDENT ORGANIZATION

The Physical Therapy Student Organization is open to all Graduate DPT students and other interested undergraduate students. To hold office in the organization, however, a student must be a Graduate DPT student. The purpose of this organization is to provide an avenue for DPT students and those undergraduate students interested in becoming DPT students to interact in a meaningful way. The organization will encourage service to the community, educational experiences outside the curriculum and active participation in national, state and local physical therapy professional organizations.

PHYSICAL THERAPY PROFESSIONAL ORGANIZATIONS

DPT students at the University of Scranton are strongly encouraged to attend APTA and PPTA sponsored conference and other professional/educational activities. Students will need to show
evidence of attendance at one or more APTA or PPTA (or other Chapter) meetings or other activities each year in order to meet the requirements for the Clinical Education Seminar courses.

STUDENT LIASIONS

Each class DPT class (first year, second year, third year) will elect a class liaison and alternate. Elections will take place before September 15\textsuperscript{th} of each year. Student liaisons are invited to make short presentations about class activities and any issues or concerns that have been brought to their attention by classmates. The liaisons or any individual students are welcome to speak to the Department Chair at anytime regarding student issues or concerns. Faculty members are instructed that liaisons are class representatives and the views they express may not be their own personal views.

UNIVERSITY WEB SITES THAT STUDENT MAY FIND USEFUL

First go to \url{http://scranton.edu} or your “My Scranton” page.

From this page numerous useful links for current and prospective students can be accessed. Please become familiar with these links and information contained.

CTLE
Students having academic difficulty or requiring testing and/or accommodations should contact (CTLE) The Center for Teaching and Learning Excellence at 570-941-4038 or \url{http://academic.scranton.edu/department/ctle/default.html}

SEVERE WEATHER HOTLINE
CALL 941-5999

Press 1 for announcements on:
- Delays
- Cancellations
- Compressed Class Schedule

Press 2 for announcements on:
- Campus Parking Bans

During winter storm watches, warnings and events, announcements will be recorded by 7:00 a.m. for day classes and by 3:00 p.m. for evening classes. Campus parking bans will be declared as snow accumulates or is forecasted to accumulate. Parking bans are in effect from 12:00 midnight to 8:00 a.m. on all surface parking lots. Vehicles should be parked in the parking pavilion.
CONFIDENTIALITY OF INFORMATION  The Department of Physical Therapy complies with the University policy on *Student Rights and Confidentiality of Information* (see University catalog and University of Scranton Student Handbook).
# Emergency Response Reference – Leahy Hall

For serious illness, injury or emergency and need immediate attention, phone **7777**
Non emergencies should be reported to **7888**

<table>
<thead>
<tr>
<th>Crime Reporting</th>
<th>Fires</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Report all crimes to Public Safety at <strong>7777</strong></td>
<td>☐ Sound fire alarm [pull station]</td>
</tr>
<tr>
<td></td>
<td>☐ Evacuate the building [move away from the building]</td>
</tr>
<tr>
<td></td>
<td>☐ Alert first responders to source of fire</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Life Threatening Injuries</th>
<th>Bomb Threat</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Call Public Safety at <strong>7777</strong> and provide as much information as possible about the individual and the injury/illness</td>
<td>☐ Hang up after the caller hangs up</td>
</tr>
<tr>
<td>☐ Public Safety will alert appropriate emergency response units and direct them to the scene</td>
<td>☐ Dial <strong>24</strong> on the line that the threat came in on &amp; then hang up</td>
</tr>
<tr>
<td></td>
<td>☐ Call Public Safety at <strong>7777</strong> and inform them that you have activated <strong>24</strong> and provide information requested. Public Safety will follow up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychological Crisis/Potential Harm to Self/Others</th>
<th>Employee/Student/Visitor Injury {non-life threatening}</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Never try to handle a situation that is dangerous</td>
<td>☐ Employees must report all work-related injuries to their supervisor or department chairperson</td>
</tr>
<tr>
<td>☐ Notify Public Safety at <strong>7777</strong> – who will alert University Counselors &amp; medical professionals</td>
<td>☐ Student or visitor injuries must be reported to Public Safety at <strong>7888</strong></td>
</tr>
<tr>
<td>☐ If possible and safe, remain with the individual until emergency responses arrive</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Armed Individual in a Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ When a person(s) is causing death or serious bodily injury or the threat of imminent death or serious bodily injury within a building:</td>
</tr>
<tr>
<td>☐ If you are not at risk of injury and communication is available, call Public Safety at <strong>7777</strong></td>
</tr>
<tr>
<td>☐ If unable to notify Public Safety, summon help discreetly by any means at your disposal</td>
</tr>
<tr>
<td>☐ Place students in the nearest classroom, lock/barricade the door [if in an office, lock/barricade the door]</td>
</tr>
<tr>
<td>☐ Close windows, turn off the lights and audio equipment and sit on the floor ☐ Do not sound the fire alarm</td>
</tr>
<tr>
<td>☐ Do not leave your secure area until notified by Public Safety or the Scranton Police Department</td>
</tr>
<tr>
<td>☐ Stay out of open areas and be as quiet as possible</td>
</tr>
<tr>
<td>☐ Once Public Safety or the Scranton Police arrive; obey all their commands quickly and quietly.</td>
</tr>
</tbody>
</table>
Statement of Agreement

My signature below indicates that I have received a copy of the University of Scranton Physical Therapy Program Student Manual. I assume responsibility for reading the contents and seeking clarification if necessary. I agree to abide by the policies stated herein.

_______________________________________________________
Print Student’s Name

_______________________________________________________
Student’s Signature

_______________________________________________________
Date