

Doctor of Physical Therapy 2019-2021



STUDENT HANDBOOK

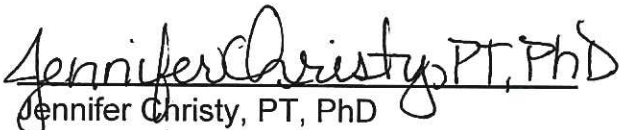
UAB SCHOOL OF HEALTH PROFESSIONS

DEPARTMENT OF PHYSICAL THERAPY

DOCTOR OF PHYSICAL THERAPY PROGRAM

2019-2021 ACADEMIC HANDBOOK

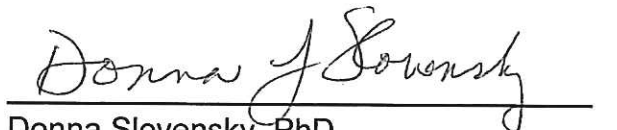
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INTRODUCTION

DEAN'S WELCOME MESSAGE

Welcome to the University of Alabama at Birmingham School of Health Professions (SHP), one of the nation's leaders in the health care industry.

We are home to one of the largest health professions schools in the nation with more than 25 programs at the baccalaureate, master's, and doctoral levels with over 2,000 undergraduate and graduate students enrolled. The School of Health Professions is part of UAB's thriving academic health center. As one of our students, you will have the opportunity to work side-by-side with world-renowned researchers and faculty, utilize advanced technologies and experience cutting-edge approaches to clinical treatment.

We understand that healthcare needs are constantly changing. That is why we continue to add innovative programs such as Biotechnology, Genetic Counseling, our one-of-a-kind Low Vision Rehabilitation graduate certificate, Healthcare Quality and Safety, Ph.D. in Rehabilitation Science, and a Master's in Biomedical and Health Sciences, which can be completed within eleven months. Our newest programs are Healthcare Simulation and Clinical Pathologist Assistant, and we have many other well-established curriculums.

Our degrees and programs are fully accredited by their respective professional organizations. This means you will be eligible for licensure, national certification or registration, and enjoy being in high demand within the job market. Our first-time student exam pass rate on credentialing exams is an astounding 98 percent.

All of our programs with rankings preside among the nation's top 25 of the *U.S. News and World Report*. We continue to be rated at the top of the list in research funding from the National Institutes of Health, and SHP is the only school in the country to house both an NIH-funded Nutrition and Obesity Research Center and an NIH Diabetes Research and Training Center.

Graduating from SHP means you will have acquired an esteemed degree, enjoy choosing among a host of job options in healthcare, an industry that continues to grow rapidly, and be well-prepared to make a difference in your field.

Our alumni give advice to current students that is worth repeating: 'be a sponge, learn your craft, be a better professional for your patients, be open minded to future possibilities, and remember to have a healthy work/ life balance'. I look forward to seeing you grow in your respective field and watching you become the professional we know you can be.

Harold P. Jones, PhD

Former Dean, UAB School of Health Professions

OVERVIEW OF THE SCHOOL OF HEALTH PROFESSIONS

A leader in federally funded research, the UAB School of Health Professions (SHP), is the largest academic institution of its type in the United States and currently boasts nationally ranked programs. What began in the 1950's as a collection of courses in various para-professional disciplines has grown into an internationally recognized center of academic excellence.

The SHP initially took shape in 1969 as UAB gained autonomy within the University of Alabama System. Originally christened the School of Community and Allied Health Resources (SCAHR), the school incorporated the School of Health Services Administration and the Division of Allied Health Sciences from the College of General Studies with parts of the Department of Public Health and Epidemiology from the medical school. An innovative facility designed to meet the growing needs of the health care industry, the SCAHR was divided into four academic divisions that functioned like regular academic departments: Health Services Administration, Public Health and Environment, Allied Health Sciences, and the Regional Technical Institute for Health Occupations.

Throughout the 1970's and 80's the school's offerings were amended to reflect the changing health care industry. As a result of the changes, SCAHR became the School of Public and Allied Health (SPAHL). Next it became the School of Community and Allied Health (SCAH) and later the School of Health Related Professions (SHRP). During this time, the school added several new areas of study including the consistently nationally ranked program in Nutrition Sciences.

Dr. Harold Jones became the school's dean in 2001. Through his visionary leadership and guidance, the school is experiencing unparalleled success. Up until that time, the SHRP's programs were housed in various locations throughout the UAB campus. However, in the spring of 2002, many of the classrooms, laboratories and faculty offices moved to the newly completed School of Health Professions Building (SHPB). This was the first building dedicated to housing health related programs since their original grouping more than 30 years prior.

Today, the school is the School of Health Professions, and is comprised of more than 25 programs – at the baccalaureate, master's and doctoral levels – across five academic departments: Clinical and Diagnostic Sciences, Health Services Administration, Nutrition Sciences, Occupational Therapy, and Physical Therapy. The school is housed in three buildings, the Susan Mott Webb Nutrition Sciences Building, the Learning Resource Center Building, and the School of Health Professions Building (SHPB).

With more than 2,200 faculty, staff, and students, SHP is one of six schools comprising the world-renowned UAB Academic Health Center. Students have access to vast academic resources, state-of-the-art facilities, and progressive research.

SHP is proud of many accomplishments including:

- U.S. News & World Report ranks SHP programs in the nation's top 25
- Research funding is over \$14 million and growing

- The school is at the top of the list in research funding from the National Institutes of Health for schools of its type and has been either first or second in funding received since 1969

OFFICE FOR STUDENT RECRUITMENT, ENGAGEMENT AND SUCCESS (OSRES)

The SHP Office for Student Recruitment, Engagement and Success (OSRES) supports UAB's mission and values with a focus on achievement, collaboration and diversity. It furthers the School of Health Professions' mission to be a leader shaping the future of healthcare by recruiting the best and brightest to SHP; developing students to impact the campus and communities; and graduating tomorrow's healthcare leaders. Guided by these commitments, the OSRES provides support to all students through a number of programs including the following:

- Tutoring and Supplemental Instruction
- Campus Resource Referral
- Management of school-wide Scholarships in SHP

The OSRES also coordinates the School of Health Professions Student Affairs Committee (SAC.) SAC is responsible for student activities, services, programs, organizations, policies and procedures consistent with the university's non-academic conduct policies. Subcommittees of SAC include the following:

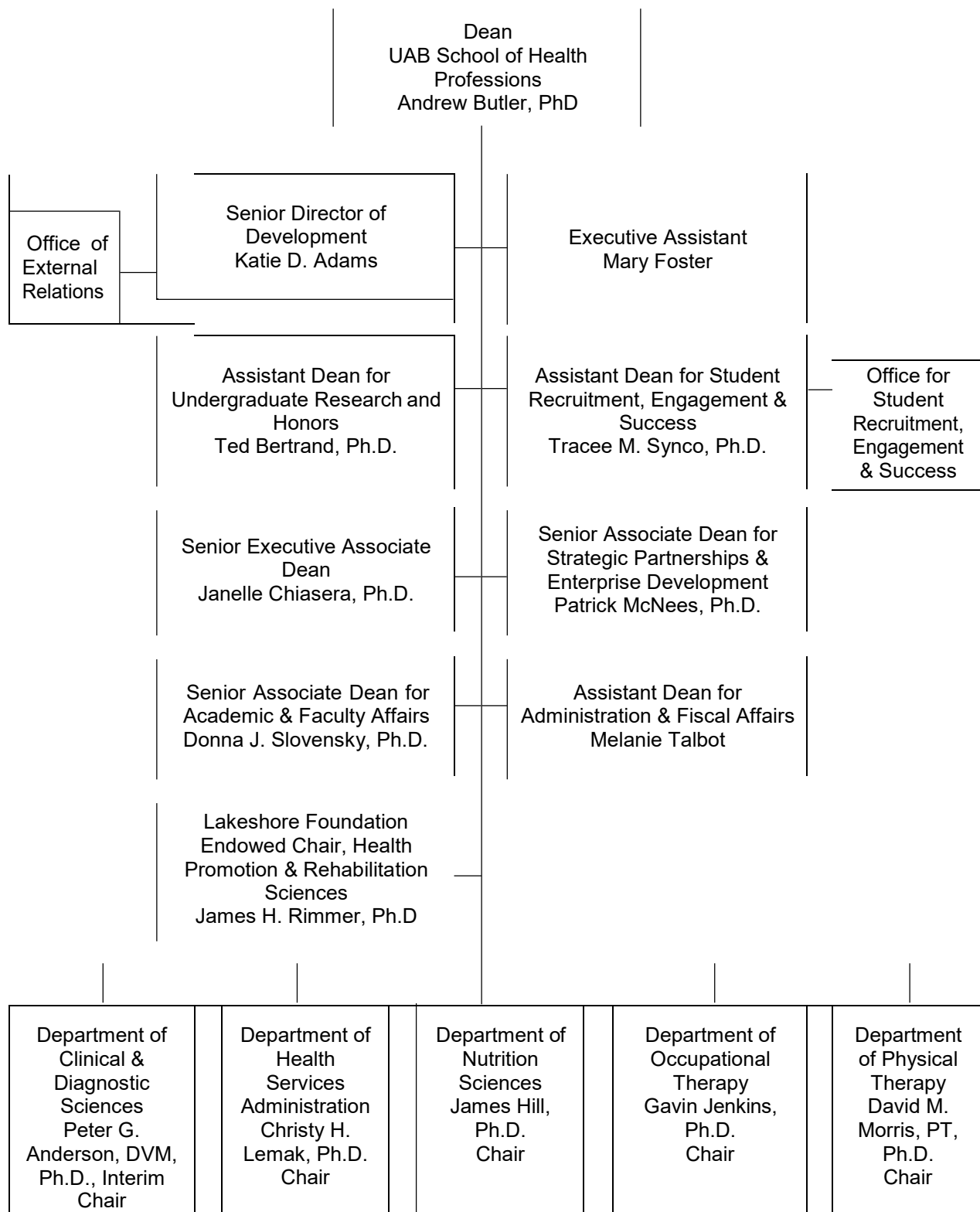
- Homecoming
- Orientation
- Student Activities
- Non Academic Misconduct/ Breaches in Professional Behaviors

Additionally, the OSRES team recognizes that with classes and labs, internships, and studying, students have particularly demanding schedules. In response, we bring resources to you and serve as liaison between SHP and university departments across student services.

The team at OSRES is here to support students. We have an open-door policy and encourage students to connect. Students should feel free to drop-by, no appointment needed; call, email or schedule a meeting. We are here to help students in the School of Health Professions make the most of their UAB experience.

OSRES - Location: SHPB 230. Telephone: 205-934-4195 or 205-934-4194. Email: shp@uab.edu

SCHOOL OF HEALTH PROFESSIONS ORGANIZATIONAL CHART - 2019-2020



SECTION 1 – SCHOOL AND UNIVERSITY INFORMATION

ACADEMIC CALENDAR

All dates related to registration, payments of tuition and fees, drop/add dates, other administrative requirements and official school holidays are recorded on the UAB Academic Calendar available at www.uab.edu/academiccalendar.

ACADEMIC HONOR CODE (UAB)

The University of Alabama at Birmingham expects all members of its academic community to function according to the highest ethical and professional standards. Students, faculty, and the administration of the institution must be involved to ensure this quality of academic conduct. Academic misconduct undermines the purpose of education. Such behavior is a serious violation of the trust that must exist among faculty and students for a university to nurture intellectual growth and development. Academic misconduct can generally be defined as all acts of dishonesty in an academic or related matter. Academic dishonesty includes, but is not limited to, the following categories of behavior:

ABETTING is helping another student commit an act of academic dishonesty. Allowing someone to copy your quiz answers or use your work as their own are examples of abetting.

CHEATING is the unauthorized use or attempted use of unauthorized materials, information, study aids, the work of others, or computer-related information.

PLAGIARISM means claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else. Examples include improper citation of referenced works, the use of commercially available scholarly papers, failure to cite sources, or copying another person's ideas.

FABRICATION means presenting falsified data, citations, or quotations as genuine.

MISREPRESENTATION is falsification, alteration, or the misstatement of the contents of documents, academic work, or other materials related to academic matters, including work substantially done for one class as work done for another without receiving prior approval from the instructor.

Violations of the UAB Academic Honor Code are punishable by a range of penalties, from receiving a failing grade on an assignment, to an F in the course, to dismissal. Any course grade of F for academic misconduct supersedes any other grade or notation for that class. Withdrawal from a course while a possible violation of the Academic Honor Code is under review will not preclude the assignment of a course grade that appropriately reflects the student's performance prior to withdrawal if the violation is substantiated.

For more information go to: www.uab.edu/students/one-stop/policies/academic-honor-code

AskIT

AskIT is the technology help desk for faculty, staff, and students. They provide free support via telephone, email or in-person. You will be asked to supply your BlazerID when you request assistance.

Phone: (205) 996-5555. Email: askit@uab.edu

Website: https://uabprod.service-now.com/service_portal

ATTENDANCE

Class attendance is expected in all SHP programs. Specific class, laboratory or clinical site attendance requirements may be more stringent than university guidelines. Refer to the program requirements in this handbook and in course syllabi for policies. The UAB policy for undergraduates <http://catalog.uab.edu/undergraduate/progresstowarddegree/#enrollmenttext> is as follows:

UAB recognizes that the academic success of individual students is related to their class attendance and participation. Each course instructor is responsible for establishing policies concerning class attendance and make-up opportunities. Any such policies, including points for attendance and/or participation, penalties for absences, limits on excused absences, total allowable absences, etc., must be specified in the course syllabus provided to students at the beginning of the course term. Such policies are subject to departmental oversight and may not, by their specific prescriptions, negate or circumvent the accommodations provided below for excused absences.

The University regards certain absences as excused and in those instances requires that instructors provide a reasonable accommodation for the student who misses assignments, presentations, examinations, or other academic work of a substantive nature by virtue of these excused absences. Examples include the following:

- Absences due to jury or military duty, provided that official documentation has been provided to the instructor in a timely manner in advance.
- Absences of students registered with Disabilities Services for disabilities eligible for “a reasonable number of disability-related absences” provided students give their instructors notice of a disability-related absence in advance or as soon as possible.
- Absences due to participation in university-sponsored activities when the student is representing the university in an official capacity and as a critical participant, provided that the procedures below have been followed:
 - Before the end of the add/drop period, students must provide their instructor a schedule of anticipated excused absences in or with a letter explaining the nature of the expected absences from the director of the unit or department sponsoring the activity.

- If a change in the schedule occurs, students are responsible for providing their instructors with advance written notification from the sponsoring unit or department.
- Absences due to other extenuating circumstances that instructors deem excused. Such classification is at the discretion of the instructor and is predicated upon consistent treatment of all students.
- Absences due to religious observances provided that students give faculty written notice prior to the drop/add deadline of the term.

In these instances, instructors must devise a system for reasonable accommodation including, for example, policies allowing for dropped exams/quizzes, make-up exams, rescheduling of student classroom presentations or early or later submission of written assignments.

AWARDS AND HONOR SOCIETIES

All students in the School of Health Professions are eligible for consideration for following awards or society memberships.

- Alfred W. Sangster Award for Outstanding International Student – This award is presented annually to an international student in recognition of his or her academic and non-academic achievements.
- Alpha Eta Society – The UAB Chapter of this Society recognizes students registered in the final term of a baccalaureate or graduate health professions program. Inductees must have a cumulative grade point average of 3.0 (4.0 = A), and be in the upper 10% of their program. Nominations are made by program directors in spring and summer terms.
- Cecile Clardy Satterfield Award for Humanism in Health Care – This award is made annually to recognize one outstanding student for humanitarianism, professionalism, and commitment to health care. Nominations are coordinated by program directors, but may also be made by faculty, students, patients, or preceptors.
- Charles Brooks Award for Creativity – This award is made annually in recognition of creative accomplishments such as written publications or artistic contributions which complemented the student's academic activities. Nominations are made by program directors.
- Dean's Leadership and Service Award – Presented to a maximum of three outstanding SHP students annually, this award recognizes leadership to the School, UAB, and the community. Nominations are made by program directors or faculty.
- Phi Kappa Phi – This is the oldest, and most selective, all-discipline honor society in the nation. Membership is by invitation to the top 7.5% of junior students and the top 10% of seniors and graduate students. Nominations are made by program directors.

Please refer to the program-specific section of this handbook for awards and honors available to students in individual programs.

BACKGROUND CHECK

SHP students are required by policy, to undergo a background check using the school's approved vendor, CastleBranch www.castlebranch.com, at the time of program admission, and again, prior to placement in a clinical rotation. Instructions for requesting the background check and appropriate consent forms are provided to students by their programs. Please refer to the policy section of this handbook for the policy statement.

BLAZERID / BLAZERNET / EMAIL

BLAZERID: All students receive a unique identifier, the BlazerID, established at: www.uab.edu/blazerid. Your BlazerID is required for accessing BlazerNET and other campus resources. To activate one's BlazerID, select "Activate Accounts."

BlazerNET is the official portal of the UAB information network and is accessible from any Internet-accessible computer, on- or off-campus. Access BlazerNET from UAB home page www.uab.edu then choose UAB Quicklinks.

Email: uab.edu Monitor your email regularly. Your UAB email is the official communication medium for courses, news, information and announcements. UAB student email is provided through Microsoft Office 365, a cloud based system. Students have 50 GB of email space and 1 TB of free file storage.

BLAZER EXPRESS

The UAB Blazer Express Transit System provides transportation throughout the UAB campus. With a valid UAB ID badge, students can enjoy fare-free bus transportation. All buses are ADA-accessible and can seat approximately 35 riders. For an updated schedule, route maps, and hours of operation please go to www.uab.edu/blazerexpress/.

BOOKSTORE

There is one bookstore located on the UAB campus, offering a wide variety of products and services to students, including online purchasing and shipping. The bookstore stock UAB memorabilia and college wear in addition to all required textbooks and course material.

UAB Barnes and Noble Bookstore

Location: Hill Center. 1400 University Blvd, 35233

Hours: M – F: 8:00 am – 5:00 pm.; Sat and Sun: CLOSED

Telephone: (205) 996-2665 Website: <http://uab.bncollege.com>

CAMPUS ONECARD

The UAB OneCard is the official university identification card. It is used for personal identification, for entry to campus events and the recreation center, for library checkout, and other UAB services. It also serves as a declining balance card for the UAB meal plans and for Blazer Bucks accounts. Additional information is available at www.uab.edu/onecard.

CAMPUS MAP

UAB's campus map can be found at the following: www.uab.edu/map/

CANVAS LEARNING MANAGEMENT SYSTEM

The Canvas Learning Management System is the platform used for managing instructional materials online. Canvas course sites are accessed through BlazerNET or at www.uab.edu/elearning/canvas. Students should monitor their course sites routinely for communication from faculty and manage course assignments.

COUNSELING SERVICES

The Counseling and Wellness Center offers no cost, confidential counseling for UAB students related to physical, emotional, social, intellectual, or spiritual concerns. The Center is located in Student Health Services at 1714 9th Ave. South, 35233. For more information, call 205-934-5816 or www.uab.edu/studenthealth/counseling

STUDENT CONDUCT, STUDENT OUTREACH, TITLE IX

STUDENT CONDUCT is responsible for upholding the integrity and purpose of the university through the fair and consistent application of policies and procedures to students' behavior to ensure a community that respects the dignity and right of all persons to reach their highest potential. Through a student-focused and learning-centered lens, [they] utilize a comprehensive approach to informal and formal options to uphold community standards, foster personal growth and development of life skills, and promote a civil learning environment. The UAB student conduct code may be accessed online: <https://www.uab.edu/students/conduct/student-conduct-code>

STUDENT OUTREACH supports students through life challenges and connects them with university and community supports to best address their diverse needs. Student Outreach provides individualized assistance to promote student safety and well-being, collaboration and resilience, personal accountability, and self-advocacy. Our team consults and collaborates with campus partners to balance the needs of individual students with those of the overall campus community. Find out more about student supports at <https://www.uab.edu/students/outreach/>

TITLE IX: The University of Alabama at Birmingham is committed to providing an environment that is free of bias, discrimination, and harassment. UAB provides several avenues to encourage reporting incidents of discrimination, harassment, and misconduct based on an individual's sex or gender.

The UAB Title IX Office can offer information and protective measures for parties who have been victim to incidents involving sexual harassment, relationship violence, and/or sexual assault. For more information about Title IX, policy, procedures, reporting, protections, resources, and support, please email titleixoffice@uab.edu or visit the website at <https://www.uab.edu/titleix/about>

DISABILITY SUPPORT SERVICES (DSS)

The University of Alabama at Birmingham's mission is to enrich the academic experience for each student through education, research, and service. The University believes disability is an essential component of diversity on our campus and values the unique experiences of each student.

Our philosophy promotes self-awareness, self-determination and self-advocacy by providing education to students with disabilities about their rights and responsibilities so they can make informed choices in order to meet or exceed the standards of all students at UAB. To request accommodations, complete the confidential registration process at

<https://www.uab.edu/students/disability/> **Note:** You must have your Blazer ID and password.

Contact DSS located at Hill Student Center, Suite 409, or call (205) 934-4205 or (205) 934-4248 (TDD), fax: (205) 934-8170 or email dss@uab.edu Find out more at www.uab.edu/students/disability/

DRUG SCREENING

By policy, SHP students are required to undergo a routine drug screen using the school's approved vendor, CastleBranch www.castlebranch.com, at the time of program admission and again prior to placement in a clinical rotation. Instructions for requesting the drug screen and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the school and university policy statements. The Office for Student Recruitment, Engagement and Success (OSRES) manages the procedures and compliance for the school. If you have questions, contact them at (205) 934-4194 or shp@uab.edu or visit room 230 in the School of Health Professions Building.

EMERGENCY MANAGEMENT

UAB Emergency Management is dedicated to help protect and educate the UAB Campus and community about emergency situations and severe weather. UAB's primary concern during any emergency or severe weather situation is the safety of its students, faculty and staff. During any actual emergency or severe weather situation, Emergency Management will be the official source of UAB information. The UAB Emergency Management Team use B-ALERT, the university's emergency notification system, to communicate through voice calls, SMS text messages and e-mails to the entire campus all at the same time. B-ALERT also integrates with Facebook and Twitter. Learn more <https://www.uab.edu/emergency/>

DIVERSITY, EQUITY AND INCLUSION (DEI)

The mission of DEI is to "... champion equity and inclusion and, in particular, to advocate for inclusive excellence and equity so that UAB students, faculty, staff, community partners and friends can flourish and excel." Inspired by "... what we value, what we learn from research and what we teach and share with the world." DEI's goal is "... to inspire our people to take a courageous step to inspire equity and inclusive excellence throughout our state, nation and

world, every day.” Dr. Paulette Patterson Dilworth is the Vice President responsible for the activities of this office. Information: <http://www.uab.edu/dei/>

FERPA

The Family Educational Rights and Privacy Act (FERPA) of 1974 provides protection for all educational records related to students enrolled in an educational program. Information about your rights and protection of your records is available at <https://sa.uab.edu/enrollmentservices/ferpa/>. If you have questions or concerns about FERPA issues, you may email FERPA@uab.edu, or contact the SHP Office for Student Recruitment, Engagement and Success.

FINANCIAL AID

Located at 1700 University Blvd., Lister Hill Library, Room G20. Hours of Operation are from 8:00 am to 5:00 pm Monday thru Friday. Phone: (205) 934-8223; Fax: (205) 975-6168. Additional information can be located on the website www.uab.edu/students/paying-for-UAB.

FOOD SERVICES

Dining facilities available on campus, closest to the SHP buildings include:

- Commons on the Green – located on the Campus Green, south of 9th Avenue and the Campus Recreation Center
- Einstein’s Bagels – located at the plaza entrance to the Learning Resource Center. Hours vary per semester.

Vending machines are located in the basement of the Learning Resource Center. Additional information about meal plans and campus dining facilities is available at www.uab.edu/dining.

GRADUATE SCHOOL

The UAB Graduate School offers doctoral programs, post-master’s specialist programs, and master’s level programs. Graduate programs in SHP are coordinated through the Graduate School and students must adhere to the Graduate School policies and procedures. Graduate School information for current students is available at www.uab.edu/graduate/.

GRADUATION

All students must complete an application for degree six months prior to graduating. SHP holds special commencement ceremonies for graduates in the professional programs in the spring and fall semesters. The SHP ceremonies are scheduled on the Friday afternoon, preceding the university commencement ceremonies on Saturday. The University holds commencement every semester. Check the commencement website for the most current information: <http://www.uab.edu/commencement/>

STUDENT HEALTH SERVICES

UAB Student Health Services delivers comprehensive, high quality, confidential, evidence based primary healthcare in an efficient, friendly, and caring manner to students so that they may succeed in their studies and professional lives at UAB and beyond. By promoting health education, prevention and wellness, Student Health Service contributes to student development

and success. UAB Student Health and Wellness is located at 1714 9th Avenue South. Please visit their website for more information: <https://www.uab.edu/students/health/>

MEDICAL CLEARANCE

SHP students are required to receive medical clearance at the time of program admission. UAB Student Health and Wellness utilizes a secure web-based process for the storage of required documents accessed through BlazerNET. More information is available at the Student Health and Wellness website: www.uab.edu/students/health/medical-clearance/immunizations.

HIPAA TRAINING

The Health Insurance Portability and Accountability Act includes significant requirements for protecting individual privacy of health information. All students in the School of Health Professions must complete an online tutorial and be tested on HIPAA regulations at the time of program admission. A BlazerID is required to access the training site, located at www.uab.edu/learningsystem. Compliance with the training requirement is monitored monthly. Students who have not completed the training are reported to the Office for Student Recruitment, Engagement, and Success for follow-up with the appropriate program director.

INSTITUTIONAL REVIEW BOARD FOR HUMAN USE (IRB)

Student researchers must comply with all requirements for protection of human subjects. Detailed information is available on the IRB website www.uab.edu/irb

INTELLECTUAL PROPERTY

Intellectual property refers to an asset that originated conceptually, such as literary and artistic works, inventions, or other creative works. These assets should be protected and used only as the creator intends. Training materials defining inventor status, patent criteria, and other intellectual property issues is available at www.uab.edu/research/administration/offices/OSP/Pages/Training.aspx.

LACTATION CENTERS

Through the work of the UAB Commission on the Status of Women, the University has provided several lactation centers for students, faculty, and staff across the campus. Locations of the centers are available at www.uab.edu/women/resources/campus-lactation-centers.

LIBRARIES AND LEARNING RESOURCE CENTER

UAB's libraries house excellent collections of books, periodicals, microforms, and other media. Students have online remote access to catalogs and online collections. Computers are available for student use during regular hours of operation.

Learning Resource Center (LRC)

The School of Health Professions Learning Resource Center (LRC) provides a unique set of enterprise solutions that promote an exciting, intriguing and innovative learning environment. It provides a state-of-the-art media studio; audio/visual support; and information technology management of public, classroom and testing labs. Website: <http://www.uab.edu/lrc/>

Location: 1714 9th Avenue S. Phone: (205) 934-5146. Email: shplrc@uab.edu

Lister Hill Library of the Health Sciences

This is the largest biomedical library in Alabama, and one of the largest in the south. Located across the crosswalk from the School, the LHL has extension libraries in University Hospital and The Kirklin Clinic. Dedicated librarians hold “office hours” in the Learning Resource Center weekly. Website: www.uab.edu/lister-hill

Location: 1700 University Boulevard Phone: (205) 975-4821

Mervyn H. Sterne Library

A collection of more than one million items supporting teaching and research in the arts and humanities, business, education, engineering, natural sciences and mathematics, and social and behavioral sciences. Website: www.uab.edu/sterne

Location: 917 13th Street South Phone: (205) 934-6364

ONESTOP STUDENT SERVICES

If you have questions or need assistance with an academic or administrative process, the UAB OneStop is where to go! Advisers will help you solve your problem or do the legwork for you if another UAB resource is needed. OneStop is located in the Hill Student Center 1400 University Blvd. You may contact the OneStop office by phone or email at (205) 934-4300; 855-UAB-1STP; (855) 822-1787. onestop@uab.edu. Additional information is available at www.uab.edu/onestop.

PARKING

Student vehicles must be registered with UAB Parking and Transportation Services, located at 608 8th Street South. The office is open Monday – Friday from 7:30 am – 5:00 pm. Parking is allocated on a first-come, first-served basis. Parking fees are established by location, payable by semester or year, and are billed to the student’s account. Additional information is available at www.uab.edu/parking.

PATIENT CARE PARTNERSHIP

Students in health professions programs learn general information about the health care industry as well as knowledge and skills specific to their chosen profession. The American Hospital Association (AHA) (www.aha.org) is an excellent resource for industry information. One role fulfilled by the AHA is that of patient advocate. The Patient Care Partnership brochure (link below) outlines rights and responsibilities of patients during hospital stays.

www.aha.org/aha/issues/Communicating-With-Patients/pt-care-partnership.html.

PLAGIARISM AND TURNITIN

Plagiarism is academic misconduct that will result in a grade of zero and may result in expulsion from the School of Health Professions and UAB (see [Grievance Procedures for Violations of Academic Standards](#)). All papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software. Please note that all documents submitted to

Turnitin.com are added to their database of papers that is used to screen future assignments for plagiarism.

RECREATION CENTER

The University Recreation Center, located at 1501 University Blvd, Birmingham, AL 35233, is open to faculty, staff, students, and their families. A valid student identification card or membership card is required for access. Facilities include basketball courts, racquetball courts, weight rooms, swimming pools, exercise rooms, and indoor track. Check the website for information about hours and services at www.uab.edu/campusrecreation.

SCHOLARSHIPS: BLAZER SCHOLARSHIP MANAGEMENT AND RESOURCE TOOL (B-SMART)

The Office of Student Recruitment, Engagement and Success (OSRES) manages the School of Health Professions' scholarship offerings and will send reminders to students when applications are open. Visit [B-Smart](#) and start an application to automatically be considered for scholarship opportunities in SHP.

OSRES manages the following scholarships:

National Alumni Society Dean's Scholarship – Funding from the UAB National Alumni Society for two scholarships per year, one to a graduate student and one to an undergraduate student.

Ethel M. and Jessie D. Smith Endowed Nursing and Allied Health Scholarship – Funding for students enrolled in SHP programs with GPA 3.0 or above and unmet financial need. Student must be a resident of the state of Alabama at the time of enrollment.

Carol E. Medders Endowed Scholarship – Funding for students enrolled in a graduate program in the School of Health Professions. Awards are based on academic achievement and unmet financial need.

Lettie Pate Whitehead Foundation Scholarship – Funding for female students from selected states (AL, FL, GA, LA, MS, NC, SC, TN) enrolled in SHP programs. Award amounts are variable and are based on unmet financial need.

Matthew F. McNulty Jr. Health Services Emergency Loan – Students enrolled in any SHP program may apply for this low interest loan to address emergencies. Loan amounts are variable based on need.

SHP Dean's Scholarship – Funding to recruit or retain outstanding students. Awards are based on academic achievement, and unmet financial need.

Sandra Dunning Huechtker Endowed Memorial Award – Funding for students enrolled in SHP program with GPA 3.0 or above and unmet financial need.

You must visit [B-SMART](#) to apply.

Many programs in SHP also have scholarships available to currently enrolled students. Please see the department specific section of this handbook for that information.

SOCIAL MEDIA

Social media can serve as useful communication tools. However, health professions students should use the forums judiciously. The School's official sites are the following:

- Twitter: https://twitter.com/uab_shp • Vimeo: <http://vimeo.com/uabshp>
- Facebook: www.facebook.com/UABSHP • LinkedIn: www.linkedin.com/groups?gid=3596638
- YouTube: www.youtube.com/uabshp • Website: www.uab.edu/shp

The School's Academic Affairs Committee published the following guidelines:

The Academic Affairs Committee proposes the following for social networking vehicles. Online communities provide opportunities to share and explore interests that enrich the higher education learning experience. However, use them with discretion. UAB social media users are expected to act with honesty, integrity, and respect for others.

Professional Use - Only UAB employees authorized by their departments may use social networking Web sites to conduct University business. The authorized employee/position will serve as the point of contact for the web site. In keeping with University policy, the authorized employee may post on a social network profile: the University's name, school, department, and/or unit information, a University email address or University telephone number for contact purposes, or official department information, resources, calendars, and events. The employee should use care that any personal opinions or opposition to the University by either direct statement or perception not be published.

General Use - The following guidelines are strongly suggested:

1. Use networking sites legally and appropriately. Consider your personal obligation as a citizen of the university. Use proper conduct in your posts regarding the university and your colleagues/fellow students.
2. Consider the use of a student, staff or faculty member to monitor any departmental social pages. All parties need to understand the guidelines presented.
3. Remember, you cannot ensure who does and does not have access to your information. Any text or photo placed online is available to anyone in the world – even if you limit access to your site.
4. Information that you post online may continue to stay on the World Wide Web even after you erase or delete that information from your profiles or blog. Do not post anything that could reflect negatively on you, your family, your friends, and the university.
5. Do not post any confidential or sensitive information online.
6. By agreeing to the terms of use, online communities have your permission to republish your content worldwide and share information with advertisers, third parties, law enforcement, and others.
7. You are legally responsible for your posts on the social networking sites. Be discreet, respectful, and as accurate/factual as you can be in any comments or content you posted online.

8. Potential employers, admissions officers, and scholarship committees often search social networking sites to screen candidates. Your profile will be a part of how others know you.

TUITION AND FEES

Tuition and fees for the University are published annually under the “Current Students” tab of the UAB website. They may be paid through BlazerNET. There are two tuition rates: Alabama resident (in-state) and Non-resident (out-of-state). Currently, non-resident students who register for online course sections pay resident tuition. Non-resident tuition is charged for on-site courses such as: clinical practicums, independent study courses, and project courses.

SHP programs have specific fees attached to programs, courses or laboratories. These fees are addressed in the program section of this handbook. Current standard tuition and fees for the School are posted at www.uab.edu/shp/home/admissions-tuition/tuition.

Payment deadlines for each semester are published on the official academic calendar and on the UAB website at www.uab.edu/whentopay/. Please note that failure to meet payment deadlines can result in being administratively withdrawn from courses.

WEATHER

Severe weather situations that may affect the safety of students, faculty, and staff are communicated through the same channels as other emergencies. Severe weather precautions are published at www.uab.edu/emergency/preparedness. Other information sources include:

• Webpage: www.uab.edu/emergency	• B-ALERT system: www.uab.edu/balert
• Hotline: (205)- 934-2165	• WBHM Radio (90.3 FM)

WITHDRAWAL FROM COURSE / PROGRAM

Withdrawal from a course or from your program is an official process and should be discussed with your academic advisor and / or program director. Most programs in the School are full-time and the curricula specifically sequenced. Withdrawal from a course may risk your wait time to register for the class again. You might have to wait for a full year before resuming enrollment in the program. Withdrawals are made through the UAB registration system via the Student Resources tab in BlazerNET. Notice of program withdrawal should be given in writing to the program director. Please refer to the handbook for additional information.

Check the Academic Calendar for deadlines:

<https://www.uab.edu/students/academics/academic-calendar>

SECTION 2 – SHP AND UAB POLICIES

SCHOOL OF HEALTH PROFESSIONS POLICIES

BACKGROUND CHECK AND DRUG SCREEN

All students in the School of Health Professions must pass a background check and drug screen at admission and prior to placement in any healthcare facility for rotations, internships or other program-related activity.

Students should create an account in CastleBranch and order: **Package Name: AH01 – Background Check and Drug Test**

Visit the CastleBranch site: <https://www.castlebranch.com/>

GRIEVANCE PROCEDURES FOR VIOLATIONS OF ACADEMIC STANDARDS

www.uab.edu/shp/home/images/PDF/grievance_procedures.pdf

IMPAIRMENT AND SUBSTANCE ABUSE

www.uab.edu/shp/home/images/PDF/shp%20substance%20abuse%20policy.pdf

PLAGIARISM

www.uab.edu/shp/home/images/PDF/Plagiarism_Policy.pdf

Please note that all papers submitted for grading in any SHP program may be reviewed using the online plagiarism monitoring software, Turnitin.com. All documents submitted to Turnitin.com are added to their database of papers used to screen future assignments for plagiarism.

UAB POLICIES

HEALTH

AIDS AND HIV INFECTION

www.uab.edu/policies/content/Pages/UAB-HS-POL-0000252.aspx

BODY FLUID EXPOSURE

www.uab.edu/humanresources/home/employeehealth/reportingexposures

IMMUNIZATIONS

www.uab.edu/policies/content/Pages/UAB-AD-POL-0000086.aspx

SUBSTANCE USE/ABUSE

ALCOHOLIC BEVERAGES, USE AND CONSUMPTION

www.uab.edu/policies/content/Pages/UAB-AD-POL-0000071.aspx

NONSMOKING

www.uab.edu/policies/content/Pages/UAB-HS-POL-0000110.aspx

TECHNOLOGY GUIDELINES

COMPUTER AND NETWORK RESOURCES (ACCEPTABLE USE)

www.uab.edu/policies/content/Pages/UAB-IT-POL-0000004.aspx

COMPUTER SOFTWARE COPYING AND USE

www.uab.edu/policies/content/Pages/UAB-IT-POL-0000028.aspx

INCLUSIVENESS

EQUAL OPPORTUNITY AND DISCRIMINATORY HARASSMENT

www.uab.edu/policies/content/Pages/UAB-BT-POL-0000052.aspx

RESEARCH AND SCHOLARLY ACTIVITIES

ETHICAL STANDARDS IN RESEARCH AND OTHER SCHOLARLY ACTIVITIES

www.uab.edu/policies/content/Pages/UAB-RA-POL-0000263.aspx

PATENT (INTELLECTUAL PROPERTY)

www.uab.edu/policies/content/Pages/UAB-RA-POL-0000115.aspx

FIREARMS, AMMUNITION, AND OTHER DANGEROUS WEAPONS

www.uab.edu/policies/content/Pages/UAB-HR-POL-0000257.aspx

Note: Additional university policies may be located by searching the UAB Policies and Procedures Library available online at www.uab.edu/policies/Pages/default.aspx.

SECTION 3 – DEPARTMENT OF PHYSICAL THERAPY POLICIES AND INFORMATION: REVISIONS HIGHLIGHTED

DEPARTMENT VISION

To create and translate knowledge that will enhance movement, health, wellness, and quality of life for individuals in a diverse society.

DEPARTMENT MISSION

To be a leader in the preparation of physical therapists and other professionals through innovative educational programs, creation and translation of knowledge, and the provision of service to address the needs of individuals, communities, and society.

STATEMENT OF PHILOSOPHY

We believe in the inherent worth of the human being and that sensitivity and responsiveness to human needs serves as the foundation for our endeavors. One of the determinants of society's progress and growth is the collective health of its individuals. Members of the health professions share with the individual citizens, responsibility for maintenance and promotion of health. We believe in the right of each individual to quality health care; furthermore, we are committed to the promotion of effective cost and quality control measures in the health care system.

Physical Therapy is an integral and unique component of health care. We believe that the services of physical therapy must be directed to all phases of health care--promotion of health, prevention of illness, and rehabilitation of the total person--and that the physical therapist is a legitimate point-of-entry into the health care system. This belief requires personnel who are prepared to function in different and changing roles. While there are common basic elements for all roles in physical therapy, society benefits most through expansion in the depth and breadth of preparation of individuals in the diverse roles in physical therapy enabling them to function in an ever-changing environment.

We believe that a diversity of people, thoughts and ideas, educational and experiential backgrounds augment the scope and quality of physical therapy services. Maximum benefits are derived from physical therapy services when physical therapy practitioners are committed to work collaboratively with the health care team.

The choice of a career is a personal decision, but, having chosen a given profession, an individual must assume the inherent responsibilities. Each member must adhere to established professional ethics in order to maintain membership in that profession.

As educators in Physical Therapy, we assume the responsibility for selection of students and provision of educational excellence to prepare physical therapists that provide high quality physical therapy service for society and leadership to the profession.

Education is a means of facilitating self-realization leading to the enrichment of human life. Learning is a dynamic process. We view the teacher as a facilitator of learning. Opportunity to learn through problem-solving and decision-making experiences enhances the process. We believe that the curriculum must reflect these values and views and should be developed in such a way that the content is presented in an integrated and holistic manner.

We hold faculty communion and unity of purpose as essential and vital elements for effectiveness in an educational endeavor. Members of the faculty must be competent and accountable. Competency and accountability extend beyond the immediate educational environment to the areas of service and research. The faculty is committed to excellence in all that it undertakes. We accept the concept, and all that is inherent with the concept, that educators serve as change agents, and we share with colleague's responsibility for growth and development of the profession toward continuously meeting needs of society.

UAB: Dept. PT

Adopted: August, 1987

Periodic Review/Revisions/

Last revision: September 2014

STATEMENT OF ETHICAL PRACTICE

The faculty of the Department of Physical Therapy is committed to the practice of ethical standards in our educational endeavors and fully supports the activities of the School of Health Professions that foster and ensure compliance with established standards regarding admission and academic policies, establishment and publication of just and equitable fees, publication of full and accurate information concerning educational programs, provision of adequate health and other student services, and policies/procedures for ensuring students' rights to due process. The Department of Physical Therapy adheres to the following practices:

1. All brochures and other published material accurately reflect the education programs offered by the Department of Physical Therapy and are written as clearly as possible to avoid misinterpretation by the reader.
2. All applicants for admission will be considered without regard to an applicant's race, national origin, age, genetic or family medical history, gender, faith, gender identity and expression as well as sexual orientation. UAB also encourages applications from individuals with disabilities and veterans.
3. An effort is made to ensure that each student upon entry into one of the educational

programs is of sound physical and mental health and that any physical dysfunction or disorders are within safe limits for the student and the patients with whom the student will come in contact.

4. Academic and clinical education policies/procedures are distributed and reviewed with all students at the beginning of each school year.
5. Written agreements are made with each clinical facility and include a statement to the effect that students are there for the purpose of educational experiences and are not to be used in lieu of staff or professional personnel.
6. The faculty makes every effort to adhere to student-faculty ratios in both academic and clinical education that will facilitate optimal educational experiences.
7. Academic credit is awarded in compliance with the policies established by the SHP Academic Affairs Committee and the Graduate School of the University of Alabama at Birmingham.
8. All efforts are made to ensure that the student has developed at least minimal competencies for that particular stage in classroom and laboratory experiences prior to clinical education assignment in a patient care situation.
9. The faculty, in its concern for the health and safety of the general public, is committed to ensuring that each student possesses at least the minimal competency levels essential to his/her role in the practice of physical therapy before allowing that student to graduate.
10. The faculty is committed to the educational preparation, personal development, and general welfare of each individual student within the curricula and demonstrates a respect for the human dignity and individual rights of each student in all aspects of the curricula.

DOCTOR OF PHYSICAL THERAPY PROGRAM OVERVIEW

The Doctor of Physical Therapy (DPT) program is a course of study for the student who holds a baccalaureate degree in a field of study other than Physical Therapy; satisfactory completion of this program leads to a Doctor of Physical Therapy degree and serves as initial preparation for practice as a physical therapist. The student will gain knowledge, skills, and behaviors needed for the initial practice of Physical Therapy in a variety of settings. In addition to practice, the graduate will be prepared to assume responsibilities in areas of administration, consultation, education, and discovery and application of new information as these relate to physical therapy.

Graduate Outcomes:

At the completion of the UAB DPT program students should be able to:

1. Deliver value-based and consumer-centered patient/client management to diverse populations to optimize movement, function and health
2. Abide by national and state regulatory and legal standards and adhere to the core values and ethical principles adopted by the American Physical Therapy Association (APTA)
3. Engage in interprofessional collaborative practice by effectively educating, communicating and partnering with consumers, peers, other healthcare and non-healthcare providers, regulatory agencies, third-party payers, and other stakeholders
4. Critically appraise the literature and other resources to guide evidence-based physical therapy practice
5. Influence the ever-changing health care landscape through personal leadership, advocacy, life-long learning in the clinic, community, professional organizations and society

UAB:Dept.PT

Adopted by faculty: October 2002

Revision: September 2006

Revision: March 2016

CURRICULAR THREADS (ADOPTED 2016):

In 2015, the curricular development committee completed a comprehensive review of the DPT program. As a result of this, the committee developed four curricular threads, adopted by the faculty in 2016. The four threads are: 1) Personal Leadership; 2) Evidence Based Practice Management; 3) Human Movement System and 4) Interprofessional Practice. Each thread will be woven throughout the DPT program.

CURRICULAR THREAD #1: PERSONAL LEADERSHIP: WE ADDED REFERENCES AND CLARIFIED THIS CURRICULAR THREAD.

Personal leadership is the **leadership** of you by you. When you practice **personal leadership**, you “lead from the inside out.”¹ By intentionally and purposefully setting the direction for your professional and personal life, you make decisions and behave in a manner consistent with your personal philosophy and values. You recognize that you always have a choice as to how you behave, and you take responsibility for your emotions, reactions, and behavior and appreciate your impact on others.

The process involves asking yourself, “How do I want or need to think and act in order to be the best version of myself?”

What kind of physical therapist do I want to be? What does that look like? How do I want people to perceive me? What do I want people to think when my name is mentioned? What type of reputation do I want to have? Using a marketing term, what do I want my professional “brand” to be, e.g. Doctor of Physical Therapy who is known by others to exemplify [some quality].

As a physical therapist student, what do I want my classmates and faculty to think of me? How do I become the physical therapist that I want to be and have to be to transform society, transform the profession of physical therapy, and meet my patient/client needs?

Critical to being able to lead yourself is emotional intelligence, resilience, grit, positivity and understanding 'the why'²

Emotional intelligence (EI) or Emotional Quotient (EQ) is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.^{3,4}

What is my emotional intelligence? Am I truly aware of myself in the moment – what are my emotions, triggers, and goals? Do I know when I am anxious or nervous and how I respond when I am stressed? Can I manage myself so that I act in a manner that is professional, thoughtful and supportive? (EQ competencies of self-awareness and self-management).

What is my emotional intelligence? Can I understand the culture/mood/emotions of those around me? Do I truly understand what they are saying and what they need? Can I manage relationships in a manner that is professional, thoughtful and supportive? Can I guide/influence the team to get to where we need to be? Can I advocate for myself/others? (EQ competencies social awareness and relationship management)

Resilience and Grit: Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress (i.e. family and relationship problems, health problems or financial stressors). It means "bouncing back" from difficult experiences.⁵ Grit is described as a combination of perseverance and passion for long term goals, for something that you love and need and "sticking with things over the very long term until you master them."⁶

Do I have resilience and grit? Do I see change and conflict as opportunities? Or do I see them as preventing me to be successful? Do I feel empowered and engaged? Am I seeing things through a "positive" lens?

Positivity and understanding 'the WHY'²

Positivity is staying positive even when you find a really good reason to be negative.⁷

"The WHY" is understanding why you are asked to do something/ be something. Why – "what's your purpose, call, belief, why do you get out of bed in the morning and why should anyone care?"²

Do I understand the context of the situation and the demands being placed on me? Am I curious and explore why things are different in a professional program and in clinical settings? Or do I immediately assume that the program/the clinic is disorganized, asking me to do busy work, while THEY are not efficient? Am I proactive, rather than reactive, in seeking clarification as to “the WHY”?

Behavioral Objectives for Personal Leadership	
I will be Accountable	I will be on time for class, labs, clinicals, and meetings with my classmates. I will complete assignments to the best of my ability and contribute a “fair share” to team projects. I will discuss my concerns with others (classmates, faculty, clinicians, others) in a timely and professional manner. I will direct my own learning, seeking clarity and help when recognized as a need.
I will be Trustworthy	I will be honest and ethical so that others can rely on me. I will own my own mistakes
I will be Evidence-based and Informed	I will seek information and knowledge to inform my decisions. I will apply this information and knowledge to the situation. I will identify my implicit bias(es) (i.e. those attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.) ⁸ I will identify and explore assumptions about situations and the behaviors of self and others so as to manage my implicit bias(es).
I will take Initiative	I will motivate myself and be proactive to act rather than to wait for something to happen that I wish or expect to happen. I will show initiative when I recognize that my action could result in a positive outcome for my patient, my profession or society.
I will demonstrate Integrity	I will be honest with strong moral principles. I will be able to effectively deal with situations in which there is academic/nonacademic misconduct or clinical fraud and abuse by reporting the situation to the appropriate authorities. I will be perceived as credible to my peers, faculty, team members and patients/clients. ⁹ (Credibility means to “do what I say I will do”; keep promises that I make).
I will Self-Manage	I will recognize and regulate my own emotions and behavior, recognizing the impact they may have on others and relationships both in the program and in the clinical setting. I will reflect on my own emotions and

	behavior to better manage the next situation I encounter in the program or the clinic or within my teams. I will recognize others' emotions and behaviors and recognize the impact they have on myself, others and patients/clients. I will be able to influence others with respect to what is ideally needed as a patient/client, team or advocacy for the profession.
I will Communicate Effectively	I will actively listen to others and clarify the message when needed. I will communicate my thoughts and ideas professionally and nonjudgmentally to my peers and faculty. I will seek clarity in conflict and work to achieve resolution in a positive manner. I will advocate my thoughts and ideas professionally and nonjudgmentally when conflict is present. I will influence others by being an active listener, recognizing perspectives and values of others and communicating in a manner that acknowledges and includes these perspectives and values and is positive, trustworthy, innovative and transparent.
I will be a Team Player	I will use a spirit of cooperation and collaboration for action, decisions, and behaviors within groups to achieve results/outcomes. I will strive for achievement and completion of task by being positive, accountable/responsible, trustworthy, and contributing my fair share to the task. I am able to adopt different roles in a group including being a team leader and team member.
I will have a Growth-Mindset¹⁰	I will work to develop my own attitudes, beliefs and expectations related to growth and learning that are consistent with the belief that these qualities can change and grow through desire and experience. I will display a passion for learning in the program and in the clinical setting. I will be confident and regard failure/mistakes as a learning opportunity in the program and in the clinical setting. I will take responsibility when I make a mistake. I will be willing to step outside my comfort zone and take risk, e.g. risk making mistakes and receiving critical feedback so that I can explore new opportunities. I will confront challenges with openness and a willingness to improve.
I will be Positive, Resilient and Possess Grit	I will energize and inspire others in any situation. I will be excited about challenges and growth ahead. I will feel empowered and engaged in my learning. I will look for multiple angles/perspectives in considering perspectives and alternatives. I will be flexible and adaptable in approaching and responding to situations in the program and in the clinic. I will recognize that I always have a choice in how I respond to challenges. I will keep going despite setbacks.

References (Personal Leadership Curricular Thread):

1. Covey, S. *The 7 Habits of Highly Effective People*. New York: Simon and Schuster; 1989.
2. Sinek, S. (2009). *How great leaders inspire action*. [online] Ted.com. Available at: [Accessed 16 Jan. 2019].
3. Goleman, D. *Emotional intelligence: why it can matter more than IQ*. New Delhi: Bloomsbury, 1995).
4. Emotional Intelligence in Leadership: Learning How to Be More Aware. [online] MindTools.com. Available at https://www.mindtools.com/pages/article/newLDR_45.htm [Accessed 16 Jan. 2019]
5. Comas-Diaz L, Luthar SS, Maddi SR, O'Neill HK, Saakvitne KW, Tedeschi RG. The Road to Resilience. [online] American Psychological Association. Available at: <https://www.apa.org/helpcenter/road-resilience.aspx> [Accessed 16 Jan. 2019]
6. Duckworth A. *Grit: The Power of Passion and Perseverance*. New York: Scribner; 2016.
7. Urban Dictionary: positivity. [online] Available at: <https://www.urbandictionary.com/define.php?term=positivity> [Accessed on 16 Jan. 2019]
8. Payne K, Niemi L, Doris JM (2018). How to Think about “Implicit Bias”. [online] scientificamerican.com. Available at: <https://www.scientificamerican.com/article/how-to-think-about-implicit-bias/> [Accessed 16 Jan. 2019].
9. Kouzes JM, Posner BZ. *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*. New Jersey: Wiley Publishing; 6th ed, 2017.
10. Dweck C. *Mindset: The New Psychology of Success*. New York: Random House (Ballantine); 2007.

CURRICULAR THREAD #2: EVIDENCE BASED PRACTICE MANAGEMENT:

From the [APTA Website](#): “The physical therapy profession recognizes the use of evidence-based practice (EBP) as central to providing high-quality care and decreasing unwarranted variation in practice. *EBP includes the integration of best available research, clinical expertise, and patient values and circumstances related to patient and client management, practice management, and health policy decision-making.*”

Evidence Based Practice Management informs patient/client management and business practice. This includes but is not limited to payment and billing, quality improvement and big data collection and analysis.

CURRICULAR THREAD #3: HUMAN MOVEMENT SYSTEM

According the APTA’s White Paper titled [Physical Therapist Practice and the Movement System](#) (2015), the movement system is defined as “the term used to represent the collection of

systems (cardiovascular, pulmonary, endocrine, integumentary, nervous, and musculoskeletal) that interact to move the body or its component parts.” Specifically, the human movement system is a “complex behavior within a specific context” and includes the following tenets related to physical therapist practice:

- “Physical therapists provide a unique perspective on purposeful, precise, and efficient movement across the lifespan based upon the synthesis of their distinctive knowledge of the movement system and expertise in mobility and locomotion.”
- “Physical therapists examine and evaluate the movement system (including diagnosis and prognosis) to provide a customized and integrated plan of care to achieve the individual’s goal-directed outcomes.”
- “Physical therapists maximize an individual’s ability to engage with and respond to his or her environment using movement-related interventions to optimize functional capacity and performance.”

CURRICULAR THREAD #4: INTERPROFESSIONAL COLLABORATIVE PRACTICE

According to the Interprofessional Education Collaborative [Core Competencies for Interprofessional Collaborative Practice \(2016\)](#), interprofessional collaborative practice is “when multiple health care workers from different professional backgrounds work together with patients, families, [careers], and communities to deliver the highest quality of care. (WHO 2010)” Specifically, the UAB DPT program will focus on four core competencies. *source:* [Core Competencies for Interprofessional Collaborative Practice \(2016\)](#):

- 1) **Values/Ethics for interprofessional practice:** work with individuals of other professions to maintain a climate of mutual respect and shared values.
- 2) **Roles/Responsibilities:** use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- 3) **Interprofessional Communication:** communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- 4) **Teams and Teamwork:** Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

DEPARTMENT OF PHYSICAL THERAPY POLICIES AND PROCEDURES

Except for special circumstances described in the policies stated below, the Department of Physical Therapy abides by those policies established by the School of Health Professions and the Graduate School.

ACADEMIC ADVISING

Each student will meet with his/her assigned faculty academic advisor during the first semester of the program. Students are required to meet with the advisor during each semester of the first year, at the beginning of summer semester year 2, and at the beginning of spring semester year 3.

CORE ABILITIES/ CORE VALUES:

[Core Abilities](#) and [Core Values](#) are attributes, characteristics, or behaviors required for success as a student and as a physical therapist. The [Core Abilities](#) include commitment to learning, interpersonal skills, cultural competence, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management. The [Core Values](#) include accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the curriculum, students will periodically use self-assessment tools to facilitate professional growth required for graduation from the Doctor of Physical Therapy program. Academic and clinical faculty will evaluate the development of student's core abilities and values throughout the program using similar assessment tools.

The [Core Abilities Assessment](#) will be introduced and provided to the students in the first semester during PT 760 (PT Professional Practice I). During each semester of the first year of the program, students will complete the assessment, email it to his/her academic advisor, then meet with his/her advisor to discuss progress. The second year of the program, students will submit the core abilities self-assessment prior to the start of the summer term and at the end of the fall term. The Program Director will electronically communicate deadlines for submission of each self-assessment.

The [Core Values Assessment](#) document will be introduced and provided to the students during the spring semester of the third year, in PT 764 (Professional Practice V: Capstone Experience). Students will complete the assessment as an assignment in PT 764 prior to leaving campus for the full-time clinical education courses.

ATTENDANCE

Student Request for Absence

The UAB Department of Physical Therapy requires that students attend all scheduled classes including labs, clinical assignments and other off-site scheduled events. Failure to do so may result in "unexcused absences" and violation of core abilities.

Students in the Doctor of Physical Therapy Program are adult learners and personally responsible for communication and management of requests for absences. Special circumstances may arise in an individual's life that requires absences from class such as illness or death of an immediate family member (e.g. parents, grandparents, aunts/uncles and first

cousins). Absences due to student illness, family emergency and death of a family member as noted above will be considered excused absences per UAB policy. All absences of this nature must be communicated via email to the Course Director and copy the Program Director PRIOR to the start of any class session. In addition, the student should complete the "[Request for Absence](#)" [online form](#). Failure to do so will be considered a violation of core abilities.

We acknowledge that other life situations may happen during the program (e.g. weddings of family members and close friends or trips that are of a "once in a lifetime" nature). Therefore, each student may be granted one approval for this type of absence. Course Directors and the Program Director will address these requests on an individual basis. Students are required to complete and submit a [Request for Absence Form](#) at least 14 business days in advance. The student must also email the Course Director and copy the Program Director with the request. The Course Director and Program Director will review the request. Failure to follow these steps will result in the denial of the request. The Program Director will track all requests to ensure that the policy is enforced with fairness. During the clinical education portion of the program, specific attendance policies will apply. These policies can be found in the course syllabi and clinical education policies and procedures.

Designated university holidays and breaks are available on the [UAB Academic Calendar](#). The semester class schedule will be emailed to all students prior to the beginning of each term. Revised schedules will be emailed to all students two weeks ahead of time.

Tardiness

Students are expected to be prepared to begin all classes and return from class breaks on time. Habitual tardiness may result in disciplinary actions for violation of core abilities.

Inclement Weather Days

The Department of Physical Therapy will follow the recommendations of [UAB Emergency Management](#) for cancellation of classes. The Program Director will email all students via email if classes are cancelled due to weather. Students are advised to register with [B-Alert](#) to receive weather/emergency updates.

BACKGROUND CHECK

SHP students are required to undergo a background check using the school's approved vendor, [CastleBranch](#) at the time of program admission and again prior to placement in a clinical rotation. Instructions for requesting the background check and appropriate consent forms are provided to students by their programs. **In the Doctor of Physical Therapy Program, clinical sites may require students to complete a criminal background check from the site-specific vendor prior to the start of a clinical education experience.**

DRUG SCREENING

By policy, SHP students are required to undergo a routine drug screen using the school's approved vendor, [CastleBranch](#) at the time of program admission and again prior to placement in a clinical rotation. Instructions for requesting the drug screen and appropriate consent forms will be provided to students by their programs. Please refer to the policy section of this handbook for the school and university policy statements. The Office for Student Recruitment, Engagement and Success (OSRES) manages the procedures and compliance for SHP. If you have questions, contact them at (205) 934-4194 or shp@uab.edu or visit room 230 in the School of Health Professions Building. **In the Doctor of Physical Therapy Program, clinical sites may require students to complete a drug screening from the site-specific vendor prior to the start of a part-time or full-time clinical education experience.**

COURSES AND GRADES

Grading System

90-100%	A
80-89.99%	B
70-79.99%	C
< 70%	F

A specific course may have performance requirements more stringent than listed above and these requirements will be identified in the course syllabus. Grades will not be rounded up.

NOTE: *Only Course Directors or the UAB Office of the Registrar will report Grades to students. Students should not call the Department's main office or ask staff members for grades, as they are not at liberty to give this information.*

Practical Exam Policy

Practical examinations in the examination, intervention, and patient-client management courses will have at least **one section on the exam in which a skill/knowledge from previous semesters is tested** and **students are responsible for all material from previous semesters**. A passing grade on a practical exam is a "B" or $\geq 80\%$ score.

Students must pass the practical exam in order to pass the course. Specific sections on practical exams may be designated as "must pass" sections (i.e., if students do not pass this component of the practical exam, they will not pass the exam). For example, students who demonstrate unsafe practices during the practical exam will fail the exam. Students will be given one opportunity to retake the practical exam, which will be observed and graded by two examiners. Prior to retaking the exam, students will be required to complete remedial work if so designated by the instructor(s). **If students pass the retake, they receive a score of 80% for that practical exam/content material, representative of minimal competence.** Failure of the retake exam results in an F for the course.

Written Examination Policy

During all written examinations, students must follow these procedures:

1. “Smart” devices (e.g. cell phones and watches) must be powered down and placed on the testing area table with the screen down. An exception may be made for students who are expecting an emergency call, but this must be worked out in advance with the instructor and exam proctor.
2. Noise cancelling headsets are allowed but only if not connected to another smart device.
3. All backpacks, purses, totes, gym bags or other carrying satchels must be placed in a designated place in the testing room, but may NOT be at the student’s testing area or accessible to the student.
4. Presence of any test aids of any kind will be considered cheating and the student will be subject to disciplinary actions as outlined in the Departmental Review Procedure for Academic Performance.
5. No food may be brought to the testing area, unless necessary for health reasons. Prior permission must be granted.
6. Drinks may be brought to the testing area if they are in an approved bottle/container (e.g. a reusable water bottle); no drinks with labels are allowed.
7. The exam proctor will provide plain paper if needed which should be turned in to the exam proctor at the end of the exam; students may not bring their own paper to the exam.
8. The dress code for lecture must be followed for written exams.
9. Any communication between students during an exam will be considered as intention to cheat, and the students will be removed from the testing session immediately. The students involved will be subject to disciplinary action following the Departmental Review Procedure.
10. Any other behavior by the student that is considered as a violation of the honor code or academic misconduct will be brought to the Student Performance Review Committee for disciplinary action that may include dismissal from the program.
11. Any student with Disability Support Services accommodations for written exams must schedule with [Disability Support Services](#).

ACADEMIC PERFORMANCE

Academic Performance includes *academic standing, academic conduct and core abilities/core values*. The Departmental Review Procedure will be utilized to address students issues related to academic performance.

ACADEMIC STANDING

Students in the Department of Physical Therapy must maintain good academic standing in the Graduate School and in the Doctor of Physical Therapy (DPT) Program in order to satisfactorily

progress toward completion of the program and the degree. “Good academic standing” is defined by the following three components (Figure 1):

- A. Cumulative grade point average (GPA) of ≥ 3.00 in the DPT program,
- B. Earning ≤ 2 Cs, and
- C. Successful completion of all DPT course work (grade of $\geq C$, or pass (P) in pass/fail courses).

A student who fails to maintain a GPA ≥ 3.00 in DPT coursework will be placed on probation. Such a student must re-establish good academic standing by the end of the next semester. Students who do not establish “good academic standing” in this timeframe will be reviewed following the Department Review Procedure and are subject to expulsion (Figure 2). Students earning > 2 Cs, or a failing (F) grade in the program will be reviewed following the Departmental Review Procedure and are subject to expulsion (Figure 2).

ACADEMIC CONDUCT:

Academic conduct is defined by the [UAB Academic Honor Code](#). Examples of academic dishonesty include, but are not limited to, abetting, cheating, plagiarism, fabrication and misrepresentation. At orientation, each DPT student will be required to sign a statement that he/she has read and understands the UAB Academic Honor Code. By signing this statement, each student accepts responsibility not only for his/her personal academic conduct, but for the conduct of all physical therapy students. In accepting this responsibility, the students in the Department of Physical therapy will not lie, cheat, or steal. A student found to have engaged in academic misconduct such as knowingly giving and/or receiving unauthorized aid in tests and examinations, plagiarizing, falsifying data, or any other acts of dishonesty in academic work will be reviewed following the Departmental Review Procedure and are subject to expulsion (Figure 2). In addition, students who knowingly are involved in or fail to report a violation of the UAB Academic Honor Code by another student will be subject to disciplinary action following the same Departmental Review Procedure (Figure 2). Students accept this responsibility because of a commitment to personal and professional honor.

CORE ABILITIES/ CORE VALUES:

[Core Abilities](#) and [Core Values](#) are attributes, characteristics, or behaviors required for success as a student and as a physical therapist. The [Core Abilities](#) include commitment to learning, interpersonal skills, cultural competence, communication skills, effective use of time and resources, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking, and stress management. The [Core Values](#) include accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the curriculum, students will periodically use self-assessment tools to facilitate

professional growth required for graduation from the Doctor of Physical Therapy program. Academic and clinical faculty will evaluate the development of student's core abilities and values throughout the program using similar assessment tools.

The [Core Abilities Assessment](#) will be introduced and provided to the students in the first semester during PT 760 (PT Professional Practice I). During each semester of the first year of the program, students will complete the assessment, email it to his/her academic advisor, then meet with his/her advisor to discuss progress. The second year of the program, students will submit the core abilities self-assessment prior to the start of the summer term and at the end of the fall term. The Program Director will electronically communicate deadlines for submission of each self-assessment.

The [Core Values Assessment](#) document will be introduced and provided to the students during the spring semester of the third year, in PT 764 (Professional Practice V: Capstone Experience). Students will complete the assessment as an assignment in PT 764 prior to leaving campus for the full-time clinical education courses.

The professional nature of the Doctor of Physical Therapy program dictates that DPT students appropriately progress in their core abilities during the program. Students who demonstrate significant core ability/ core value violations will be reviewed following the Departmental Review Procedure and are subject to expulsion (Figure 2).

DEPARTMENTAL REVIEW PROCEDURE (FIGURE 2, BOXES 1-3):

The Student Performance Review Committee (SPRC) consists of four physical therapy faculty members. The SPRC serves as the initial step in the review process of student problems that result from: 1) poor academic standing, 2) academic misconduct, or 3) significant core abilities/core values deficits. After reviewing each case, the SPRC will make a recommendation to the entire faculty. Issues of poor academic standing occurring at the end of a semester are generally reviewed by the faculty and not the SPRC. Disciplinary actions may include any one of the following and are consistent with the [School of Health Professions Policy for Adherence to Standards of Academic and Professional Conduct and Procedures for Managing Disciplinary Actions Following Violations](#):

1. **Warning**: An oral or written warning to the student with a description that he/she is in violation of academic performance standards. Warnings will be documented in the student's record in the Department of Physical Therapy.
2. **Reprimand**: An official written warning stating that continuation or repetition of wrongful conduct may cause more severe disciplinary action. The reprimand will be documented in the student's record in the Department of Physical Therapy.
3. **Probation**: A written warning explaining the serious nature of the offense and outlining the terms of the probationary status, including length of probation and performance requirements to remain enrolled in the academic program. A copy of the probation documents will be included in the student's record in the Department of Physical

Therapy and copied to the Department Chair and Associate Dean for Academic Affairs. The length of the probationary period will be recommended by the faculty and is subject to approval by the Department Chair and the Associate Dean for Academic Affairs. The Dean of the Graduate School will be notified of probation conditions.

4. Suspension: Exclusion from classes and other privileges in the School of Health Professions for a defined period. The written statement will include specification of the terms under which the student may return as a matriculating student in the DPT program. The statement may include a plan for re-matriculation into the program or a plan for leave of absence without specific re-matriculation plan, depending on the circumstance. A copy of the suspension documents will be included in the student's record maintained by the academic program, and copied to the Department Chair, Associate Dean for Academic Affairs and the Dean of the Graduate School.
5. Expulsion: Permanent termination of student status in the DPT Program and School of Health Professions. A copy of the expulsion documents will be included in the student's record in the Department of Physical Therapy, and copied to the Department Chair, Associate Dean for Academic Affairs, the Vice President for the UAB Division of Student Affairs, the UAB Office of the Registrar, and the Dean of the UAB Graduate School.

The final decision for action rests with the Department of Physical Therapy Faculty. A student has the right to appeal the faculty's decision with the Department Chair. Figure 2 shows a general scheme for the process, but as noted above, all decisions in the Department Review Procedure may not necessarily go through the SPRC. Specifically, the Department of Physical Therapy will follow the [School of Health Professions Policy for Adherence to Standards of Academic and Professional Conduct and Procedures for Managing Disciplinary Actions Following Violations](#). A [link](#) to this policy will be included in every course syllabus.

NON-ACADEMIC PERFORMANCE

Students in the DPT program are expected to exhibit behaviors consistent with the UAB Student Conduct Code found at this website: [Link to UAB Student Conduct Code](#)

To summarize, UAB DPT students are expected to:

1. exemplify honesty, honor and a respect for the truth in all of their dealings (Integrity),
2. build and enhance their community (Community),
3. be just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors (Social Justice),
4. show positive regard for each other, for property and for the community. Students will conduct themselves and treat others in a polite, reasonable and respectful manner (Respect and Civility), and
5. accept a high level of responsibility to self, to others and to the community (Responsibility).

Specific definitions and examples, as well as information regarding student rights and the procedures for reporting non-academic misconduct can be found at this website: [Link to UAB Student Conduct Code Policy](#). UAB DPT students who violate the UAB Student Conduct code will be referred to the [Office of Student Conduct](#) who will handle the investigation and potential disciplinary action (Figure 2, Box 4).

FIGURE 1: ACADEMIC STANDING:

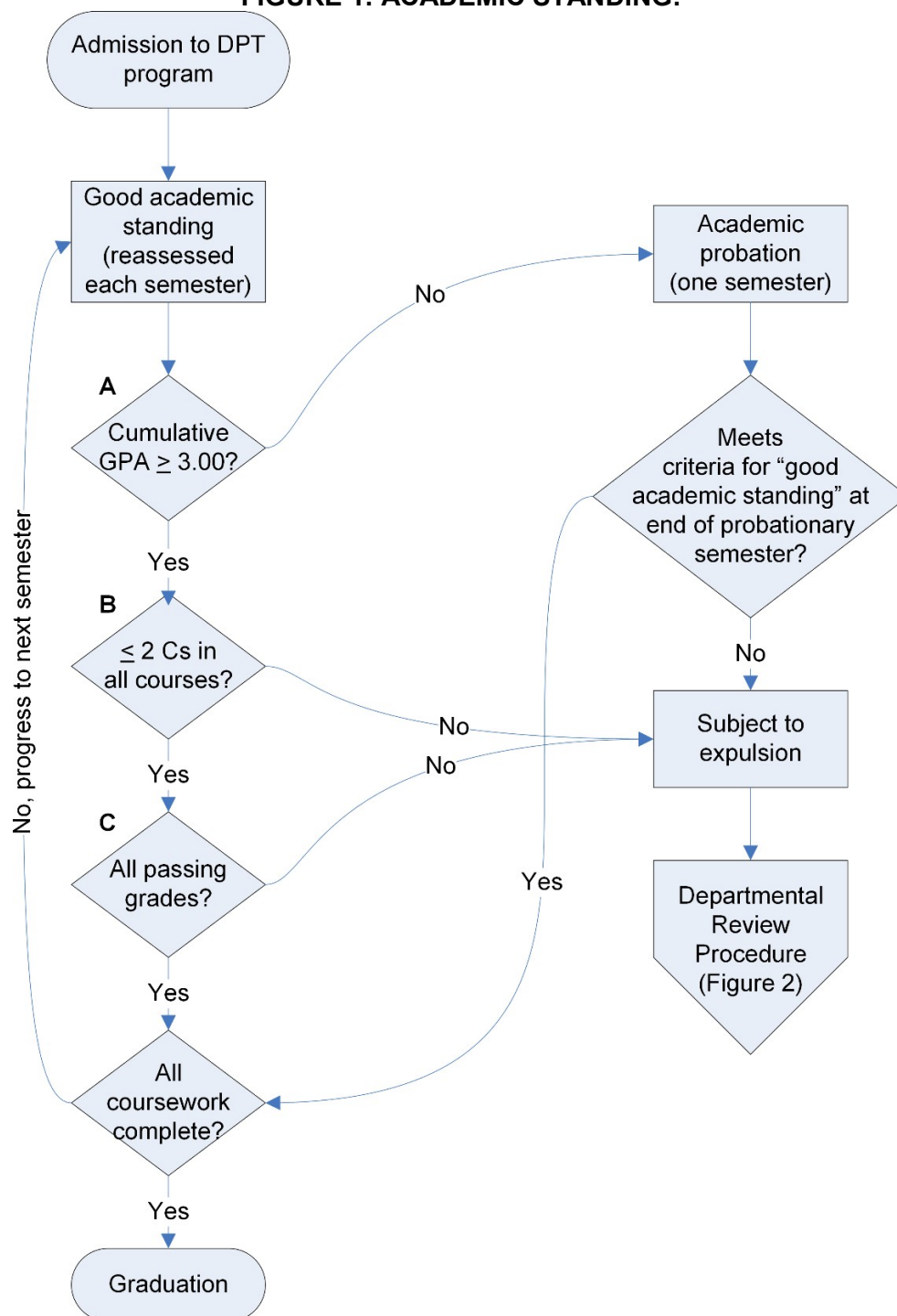
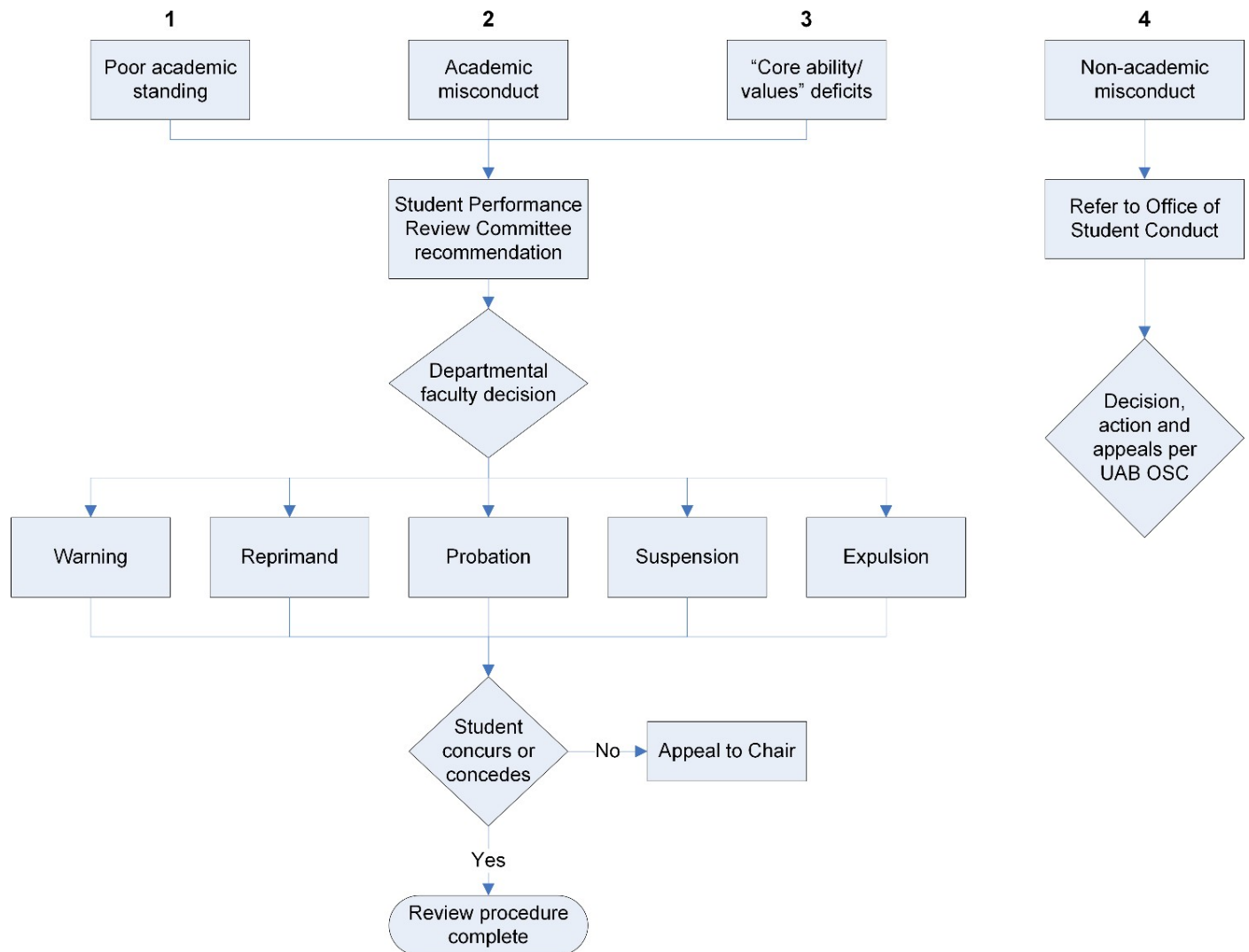


FIGURE 2:

BOXES 1-3: DEPARTMENT REVIEW PROCEDURE &

BOX 4: PROCEDURE FOR NON-ACADEMIC MISCONDUCT



DISABILITY SUPPORT SERVICES (DSS)

UAB is committed to providing an accessible learning experience for all students. If you are a student with a disability that qualifies under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, and you require accommodations, please contact Disability Support Services (DSS) for information on accommodations, registration and required procedures. Requests for reasonable accommodations involve an interactive process and consists of a collaborative effort among the student, DSS, faculty and staff.

To Register for Disability Support Services - Contact DSS at (205) 934-4205 (voice) or (205) 934-4248 (TDD). You must present documentation verifying your disability status and the need for accommodations. After DSS receives your completed documentation, you will meet individually with a member of the DSS staff to discuss your accommodations. It is best to register with DSS when you apply to UAB, as it may take 2-3 weeks to review your request and complete the process. For more information about Disability Support Services or to make an appointment, please feel free to contact the office directly at the Hill Student Center, 1400 University Boulevard, Suite 409, Birmingham, AL 35294; via email: dss@uab.edu; or visit their [website](#) for more information.

If you are a student registered with Disability Support Services, **it is your responsibility to contact the course instructor** to discuss the accommodations that may be necessary in this course. Students with disabilities must be registered with DSS and provide an accommodation request letter **before** receiving academic adjustments. Reasonable and timely notification of accommodations for the course is encouraged and provided to the course instructor so that the accommodations can be arranged.

LEAVE OF ABSENCE

A UAB DPT student may request a leave of academic absence. The request for a leave of academic absence may not exceed one (1) academic year. The Request for Leave of Academic Absence form can be found at the [Graduate School Website](#). A student must first consult with his/her Advisor as well as the Program Director if considering a leave of academic absence from the Doctor of Physical Therapy Program. The DPT Program Director and the Graduate School Dean must approve the request. Before a student can return from an approved leave of academic absence, the DPT Program Director must submit to the Graduate School a request to allow the student to re-enroll in courses.

As courses are only offered once per year and serve as prerequisites for later courses, students electing a leave of absence from the program may return to the program under an adjusted curriculum plan approved by the faculty. The adjusted curriculum plan may extend students' time in the program beyond the normal program completion time.

STUDENT RESEARCH

All research performed by faculty, students and staff of the University of Alabama at Birmingham, which utilizes University time, space or resources is the property of the University of Alabama at Birmingham regardless of the funding source. The Department of Physical Therapy follows the UAB Publication Policy regarding publications, which can be found at this website: [UAB Publication Policy](#). Final determination of publication order of authorship will be at the discretion of the principal investigator/mentor and will follow the [UAB Authorship Policy](#). For group projects in students participated equally, authors will be listed alphabetically.

WRITTEN ASSIGNMENTS

Students should follow instructions for written assignments as provided by the course instructors. In general, the Department of Physical Therapy recommends [American Medical Association \(AMA\) style of referencing](#) for assignments. In addition, the following cover page is recommended for written assignments in the DPT program.

TITLE OF ASSIGNMENT

BY
DPT Student Name, SPT

Submitted in partial fulfillment of the requirements for PT XXX
Professor Name

The University of Alabama at Birmingham
UAB School of Health Professions
Department of Physical Therapy

Date

PROFESSIONAL IMAGE

Professional competency is initially judged by the behaviors and outward appearance of health care professionals. Dress regulations, in many instances, serve to protect the patient, to identify the professional to the consumer and to other health professionals, and to allow us to do our jobs safely and effectively. When one accepts the individual responsibilities inherent in becoming a physical therapist, one assumes the collective responsibilities of professional image that reflect upon the profession as a whole. Bearing these thoughts in mind, the faculty has established the following standards of dress.

UAB photo identification must be worn at all times on campus, during off-campus activities affiliated with UAB and during clinical affiliations.

Unprofessional attire may not be worn at any time when a student is representing UAB as an institution – on or away from campus.

In all settings

Personal Hygiene: Students need to manage their own personal hygiene to avoid offensiveness in close physical interactions with patients, visitors, students and instructors. Body odor/smoke or other odors are not acceptable. Use of deodorants and/ or antiperspirants is encouraged. Perfumes or offensive fragrances are never acceptable.

Nails: Fingernails are to be kept short and clean to avoid skin trauma or contamination. Nail polish should be conservative and well maintained in classes and labs. Please note that nail polish is not appropriate in the clinic and should not be worn in clinical situations to minimize infectious disease concerns.

Hair: All hair should be clean and well-groomed at all times. Hair should be styled so that it is not distracting or in danger of interfering with the leaning during lab sessions, management, of patients or use of equipment.

Jewelry: Jewelry should be professional in nature and not pose a risk to other students, instructors or patients. Sharp edges should never be worn.

Exemptions will be made on a case-by-case basis by the Program Director. Please e-mail the Program Director to set up a meeting.

Classroom and LRC/SHP Attire

The professional standards, goals, and objectives of the UAB Doctor of Physical Therapy Program require appropriate behavior and attire in the classroom/educational environment at all times in any UAB building. Professional behavior and attire includes, but is not limited to, the following standards:

Appropriate = ALWAYS	Inappropriate = NEVER
Personal hygiene reflects cleanliness.	Body/smoke, or other odor, disheveled, visible uncleanliness.
All hair, including facial, and nails are neatly trimmed and short. Nail polish should be conservative and well-tended.	Untended, untrimmed hair of any kind; nails that are discolored, long or with inappropriate nail polish.
Tops: Women: cover shoulders, upper chest area, and torso. Sleeveless tops must be at least 3 finger widths wide at the shoulders. The back must covered at all times. Men – Shirts must have collars	Athletic t-shirts, tank tops, low cut V-necks, low-cut, short tops that do not fall below the level of the pant or skirt waistband. Tops with cutouts of any kind are not to be worn. Tops/shirts should not gap when bending forward nor ride up over the low back region when moving or raising your arms overhead. Cleavage should never be evident.
Bottoms: Must be modest by covering low back, hip and buttock region during ALL movement. Capris are permissible in class. Denim on casual Fridays is acceptable with exceptions noted in the next column. Skirt and dress hems should reach the top of the knee.	Shorts of any kind except for lab. Pants that do not cover the torso region appropriately with movement, e.g. bending over. Denim pants of any color except for Fridays when guest speakers are not scheduled. If guest speakers are scheduled on Fridays, then denim pants may NOT be worn. Leggings of any type are never appropriate unless the buttock region is completely covered by a tunic or dress.
Headwear: Only if previously approved by Program Director.	
Footwear: Closed toe shoes, sandals that cover the majority of the foot and made of leather. Running shoes.	Chaco's, flip-flops, thong sandals, Texas or other athletic sandals that expose the feet.
Clothes and footwear must be in good repair, clean and neat. If in doubt regarding appropriateness of clothing, please consult with the program director. Students who ignore	

these guidelines may be reported for core ability violations and subject to disciplinary action.

Presentation Dress Code (classroom or external)

For female students, appropriate attire includes suits (with either pants or skirts), dress pants with blazers, or business-type dresses with dress shoes. For male students, dress pants and shirt with sports coat or suits and dress shoes are appropriate.

Laboratory Dress Code

Wearing appropriate attire has a direct effect on learning experiences. Specific guidelines are required to ensure that you will be able to examine the body, move appropriately and maintain modesty. Students should read the syllabus to determine the part of the body of focus for each lab and should plan to dress appropriately. Students should show respect for classmates by wearing a clean, appropriate lab “uniform.” All students will be provided with a personal locker on the first day of class to use during the program.

Appropriate lab attire includes:

Appropriate = ALWAYS	Inappropriate = NEVER
PT logo clothing available through the Student Physical Therapy Association: sweat shirts, sweat pants, shorts and short sleeved t-shirts.	Non-UAB school clothing or clothing with other advertisement or logos.
Plain colored (no logos) sweat shirts, sweat pants, shorts and short sleeved t-shirts	Sweaty or unclean lab clothing (e.g. just from the gym)
Athletic shoes in good condition	
Conservative one-piece swim suit, cover-up/dress to wear over it, shower shoes for aquatic lab	Two-piece swim suit, Speedos for aquatic lab
Females: bra-like halter top or sports bra that is opaque and allows for observation of anatomical landmarks	Regular bras
Watch capable of measuring seconds.	

Lab attire may be worn for the following situations:

- All sessions indicated as “lab” on the schedule.
- Course Directors may designate that wearing lab clothes to lecture is acceptable when the lecture is followed by a lab session but this is up to the course instructor.
- When lab sessions are scheduled from 10-12 and 1-3, lab attire may be worn during lunch.

- If arriving to the SHP building just before lab, or leaving the SHP building just after lab, students may wear lab attire.
- A t-shirt must cover sport bras when outside the OT/PT lab or PT lab areas.

Clinical Education Dress Code (i.e. any time you are in a clinical or simulation setting for any reason)

Clothing worn for patient or clinical care/simulation areas must be neat and clean to avoid contamination in the clinical setting. Clothing should be removed for cleaning as soon as possible after leaving the clinical setting to reduce contamination of your personal surroundings. Students should pay attention to their own personal hygiene to avoid offensiveness in close physical interactions with patients. Body odor/smoke or other odors are not appropriate. Use of deodorants and/or antiperspirants is encouraged. Perfumes or offensive fragrances are never acceptable. In clinical, community, or research settings where the school uniform and/or lab coat is not required, your attire is expected to be conservative, appropriate and professional.

Appropriate = ALWAYS	Inappropriate = NEVER
UAB photo ID that states that you are a "Student Physical Therapist" should be worn at all times. Students may also be required to wear a photo ID made at the assigned clinic	Lost ID's must be replaced immediately or you may be in violation of Alabama state law. THIS IS SERIOUS! Notify the Director of Clinical Education (DCE) immediately if you lose your Student Physical Therapist ID badge.
Shoes and socks: Supportive, non-slip, closed toe and heeled shoe must always be worn with shoes or stockings. Shoes should allow easy pivoting	Sandals of any kind are NEVER appropriate.
Shirts with logos or other writing on them are only appropriate if the logo represents the facility and is worn by the staff therapists. Shirts must cover the upper chest area, torso and axillary/shoulder region. Pants must be conservative in nature and cover the low back region at all times.	UAB DPT students are NEVER permitted to wear t-shirts, jeans, or shorts regardless of the dress code of the clinical setting WITHOUT approval from the DCE. Sleeveless tops in clinic or in any clinical or simulation setting. When bending over, tops must not gap at the top nor ride up over pant area in low back region. When reaching overhead, shirts must cover the midriff area. Tight clothing should never be worn in the clinic, (e.g. leggings or form fitting shirts/tops).

Hair: Hair must be secured away from the face at all times. Hair should be styled so that it is not distracting or in danger of interfering with the patient care or the use of equipment.	Hair that is unsecured and in danger of falling into the face of students, patients/individuals or equipment. Styling that is not conservative as deemed by the DCE and clinical site.
Fingernails are to be kept short and clean to avoid skin trauma or contamination.	Nail polish is not appropriate and should not be worn in clinical situations for infectious disease purposes.
Jewelry must be kept to a minimum (plain ring bands, watches capable of measuring seconds, and stud-type earrings.)	Visible jewelry piercings in areas other than the ears (2 sites/ear maximum) is unacceptable for the clinic unless for religious reasons previously discussed with the Program Director and DCE. NOSE piercings are not acceptable in clinic. Jewelry with sharp edges MUST NOT be worn in clinical settings.
	Tattoos of any kind may not be visible to the public except by previous approval by the DCE and Program Director.
If scrubs are permitted as attire in the clinic setting, students must ensure that they are conservatively clothed and that the scrubs are neat and clean. Students are required to wear a t-shirt under scrub tops.	

CELL PHONES AND COMPUTERS

Classroom and Lab Settings:

Cell phones, computers, smart watches and other electronic devices are important tools used in the daily life of most individuals and can be excellent tools to enhance learning. However, when these devices are used for reasons unrelated to the course content or session, they can be extremely disrupting, unprofessional, and can negatively affect the learning process of everyone. Therefore, students must exercise personal responsibility for use of these devices and refrain from using them for any reason other than enhancing the learning process during each session in the DPT Program. Students who excessively use technology and devices during class or laboratory sessions for inappropriate reasons may be reported for core ability violations and subject to disciplinary action.

Clinical Settings:

In the clinical setting, use of cell phones and/or other electronic devices are permitted only during non-patient care times (i.e. lunch hour, breaks, etc.). Cell phone and/or electronic devices should be set to vibrate or powered down during patient care clinic hours to prevent distractions to you, patients/clients, staff members, and/or clinical instructors. Cell phones may not be used during patient care hours for texting, checking email, or making personal phone

calls. Cell phones or other electronic devices, with permission of your clinical instructor, can be used for patient/client use (e.g. looking up information on the internet and designing home programs).

RECORDING LECTURES AND LAB SESSIONS:

Students who wish to record (video or audio) lectures or laboratory sessions must first ask the course director and all people to be recorded for permission. If the all parties agree, the recording must only be used for personal education. Students must refrain from allowing the file to be posted on the public internet (e.g. you tube, Facebook, Instagram, etc.) or using the recording for other purposes without additional permission from the course director. Patients or community volunteers must never be recorded without permission from the course director who will obtain UAB media consent.

ACCIDENTS / INJURIES

All accidents/injuries occurring in the Department of Physical Therapy are to be promptly reported to the faculty member in charge of class. Incident reports for accidents and injuries must be filed with the Department Administrative Office within 48 hours of the incident. Failure to report accidents immediately may result in lawsuits or other serious consequences.

Accident / Injury Reporting Procedure

When a student, visitor, faculty, or staff is involved in an accident or sustains an injury on the UAB premises, an accident / injury report is required. Please go to this link <https://riskmgt.hs.uab.edu> and complete the Incident Report; the form should accompany the injured individual when medical attention is sought. The original or a copy should be brought back to the program director's office. Please be sure that all of the sections are completed and signed by, the injured party, the reporting party, and attending physician. A copy should be submitted to the Department Chair. The incident report should be signed by a witness, the program director, and the Dean. The Department Chair should send the incident report form to Risk Management, The UAB Safety Office and SHP Administration. It is very important to thoroughly complete the form, recommend to the injured that he/she go to either Student Health or the Emergency Room (as appropriate), secure the appropriate signatures, and process promptly to the Department Chair's office. Injuries sustained during a laboratory session are included in this procedure and should be reported by the student as soon as the injury is noted.

ACCESS TO SECURE BUILDINGS

The School of Health Professions Building (SHPB) and Lab in Volker Hall (VH) require your ONE Card for access after regular hours. Your One Card can be obtained at the following issuing offices: Burleson Building, 909 18th Street South, Birmingham, AL 35294 or One Stop Student Services, Residence Life Center of Blazer Hall. SHPB lab and locker room access is via OneCard. Use of the OneCard is tracked centrally for purposes of monitoring security of these

areas. All students, faculty and staff are responsible for making sure these areas remain secure by keeping doors closed/locked at all times.

CLASS BREAKS

The scheduling of breaks is the prerogative of the faculty and/or clinical instructors. Courtesy will be shown to the faculty and clinical instructors by not eating during classes without permission and by returning promptly upon completion of the break. Failure to do so is considered tardiness.

SUPPORT STAFF

The Department of Physical Therapy Support Staff are eager to assist you. Please remember that all staff have their own work areas and those areas are not available for student use (i.e., telephones, computers and printers). Please respect staff breaks as these may be federally mandated.

FACULTY AVAILABILITY

Students are of primary importance to the faculty members. Please be aware that while our primary goal as faculty members is to facilitate your learning, each of us has other responsibilities, which demand our time and attention. These roles range from involvement on school-wide committees to research and patient care. We each want to be responsive to your needs but ask that you respect our involvement in these other activities. Please ask us how and when we can be available to you. Each faculty member has preferences for how he/she prefers to be reached. You are encouraged to contact your advisor or, in advisor's absence, another faculty member whenever the need arises.

UAB TELEPHONE

For calls within UAB, dial the extension number. Local off-campus calls can be made by dialing "9" and telephone number. Long distance calls cannot be made on UAB phones. Telephones located in the class and laboratories are not for student use. Students may use the Department's main number (934-3566) for incoming calls, however, office staff members will trace the location of a student only in an emergency. In all other cases an e-mail message will be sent to the student. It is expected that discretion will be displayed in the use of the telephone and this privilege will not be abused.

CPR CERTIFICATION

CPR certification must be current at all times during the program. CPR certification will be scheduled in January 2019 for first year students and November 2020 for second year students.

ON CAMPUS RECRUITING ACTIVITY POLICY

Meetings with recruiters and recruiting events must be approved following the School of Health Professions policy for special events. The DPT Program Director must be informed of the request for a recruiting event. The event may not be scheduled during regularly scheduled class times.

Generally, the PT Department typically receives the initial request from a recruiter. The PT Department will contact the Class President or designee with the recruiter contact name, company name, and phone number. The Class President or designee should notify classmates and make all arrangements with the Program Director, class and recruiter, except reserving meeting space.

The Class President or designee will contact the Department of Physical Therapy Staff at 934-3566 to request a room. The Support Staff will secure the room and notify the Class President or designee. The room will always be reserved under the Department Chair's name, Dr. David Morris. If any problems arise after 5:00 p.m. on the scheduled day of the event, the Class President or designee will directly contact the Learning Resource Center (LRC) at 934-5156.

Attendance is voluntary; however, a sign-up sheet will be required in order to obtain a head count. The recruiter should be notified in advance of the number of attendees.

CLINICAL EDUCATION

Students will complete 4 full-time clinical education experiences. The first 5-week clinical education course occurs during semester 5 (year 2). Three terminal experiences occur during semesters 7 (spring, year 3), 8 (summer, year 3) and 9 (fall, year 3). All students will be outside of the greater Birmingham area for at least 2 clinical experiences. Students will receive information about clinical education to include the policies and procedures at a meeting with the Director of Clinical Education during the spring semester of year 1. Students are required to meet individually with clinical education academic faculty in the spring/summer of the 1st and 2nd years in the program to discuss clinical placements. Students will receive a copy of the clinical education policies and procedures during the 1st semester, and these will be available in clinical education course syllabi and on the Canvas course websites. Students meet the Director of Clinical Education at orientation and can contact the Director of Clinical Education at any time via email with questions.

EMAIL

All students are required to have email through on-campus student accounts. Information pertaining to classes, schedules, and program are disseminated via email. Students are required to check email at least daily, if not more frequently. E-mail distribution lists should be used only for activities associated with the Department of Physical Therapy program/activities.

STUDENT LOCKERS

Locker facilities are provided for Department of Physical Therapy students in their respective locker rooms. Students will be assigned a locker and are responsible for providing their own locks. Students are responsible for maintaining a clean and safe locker room environment and for reporting any maintenance issues to a staff member or the Program Director immediately.

FINANCIAL AID

In addition to aid programs administered through the [UAB Office of Student Financial Aid](#) located at 1700 University Blvd. Lister Hill Library G20; Telephone 205/934-8223), there are scholarships available to students within the Department of Physical Therapy. At the appropriate time, students will receive the scholarship application with the due date via email.

UAB DEPARTMENT OF PHYSICAL THERAPY SCHOLARSHIPS

Scholarship Awarded to First or Second Year Students (call for applications will go out during the spring semester):

Barnes Family Endowed Scholarship:

The Barnes Family Endowed Scholarship in Physical Therapy was established earlier this year, so you are the inaugural recipient. Rocky and Amelia Barnes are both alumni of the UAB Physical Therapy program. Amelia is a graduate of the Class of 1981 and Rocky is Class of 1979. Rocky currently serves as President of PT Solutions, and Amelia is employed by the company as well. Their gift recognizes merit, but their wish is for this scholarship to focus on a student's need in addition to leadership skills and potential.

Scholarship Awarded to First Year Students (call for applications will go out during the fall semester prior to entering the program):

Encompass Health Corporation Endowed Scholarship and Research Award: An academic scholarship is awarded to student(s) in the first year of the entry-level professional degree program. Selection is based on academic merit and financial need. Applicants must be a resident of the State of Alabama. Awardees are notified of the award before entering the program in January. *(For the class beginning 2019, we awarded two scholarships in the amount of \$2,250 each)*

Scholarship awarded to Second Year Students (call for applications will go out during the spring semester of the second year):

TherapySouth Sponsored Scholarship Award: This scholarship is awarded annually in the amount of \$2000 to a physical therapist student in the second year of their studies. Students will be notified when to submit an application for this scholarship to the Director

of Clinical Education (DCE). The application consists of a maximum two-page reflection on the student's desire to be an outpatient orthopedic physical therapist after graduation along with professional goals for the first five years' post-graduation. Students need to include strategies to obtain their professional goals. The student selected for this scholarship must complete a full-time clinical education experience in a TherapySouth clinic for their orthopedic graduation requirements. In addition, the student must write a thank you letter to TherapySouth. The Director of Clinical Education will mentor the student through these requirements.

Scholarship awarded to Second Year Students (call for applications will go out during the fall semester of the second year):

Shirley A. Shaddeau Memorial Scholarship Fund: This scholarship is awarded to a student entering the final year of study. Selection is based on academic merit, financial need, and expression of commitment to the profession of physical therapy. *(A scholarship in the amount of \$2,700 was awarded to a student in the class of 2019)*

Scholarship awarded to Second or Third Year Students (call for applications will go out during the spring semester of the second and third year):

Sharon Shaw Scholarship Fund: Sharon E. Shaw, PT, DrPH was a long-time faculty member and Chair of the UAB Department of PT from 1998-2013 when she retired. Dr. Shaw was passionate about community service and participated in AIDS related charities in Alabama for many years. She passed away in January 2016. Through generous gifts from a variety of contributors, the Sharon E. Shaw PT Student Scholarship was established in her memory. The Scholarship fund continues to grow with the continuing generosity of family and friends of Sharon, alumni, and the DPT "family". Recipients of this scholarship must meet the following criteria: 1) be enrolled in the program as a 2nd or 3rd year DPT student 2) demonstrate solid academic promise and the potential for completing the course of study in Physical Therapy 3) demonstrate financial need 4) demonstrate a passion and aptitude for community service. The scholarship is paid to one awardee. The call for applications is made during the spring of each year. Each applicant must 1) show confirmation of financial aid by the UAB Office of Financial Aid; 2) Complete the UAB DPT Scholarship Application; 3) Compose a letter of request for the scholarship stating why the student needs the scholarship, his/her goals following graduation, and commitment to community service; 4) Submit two personal references from individuals other than current faculty within the Department of Physical Therapy 5) Submit a current resume. *(A scholarship for \$1,000 was awarded to a student in the class of 2019).*

Scholarships awarded to Third Year Students (call for applications will go out during the spring semester of the third year):

Bridging the Gap Scholarship Award: The Bridging the Gap for Physical Therapy

Students Sponsored Scholarship was created by Dominique Forte in 2016 to provide assistance with the fees and expenses associated with launching a physical therapy career such as the National Physical Therapy and Jurisprudence examinations. Recipients must demonstrate solid academic promise and achievement and have earned at least an overall 3.5 grade point average in coursework completed prior to the time of application. Preference is given to students in the final year of the Doctor of Physical Therapy program and members of the American Physical Therapy Association. *(Scholarships for \$800 each were awarded to two students in the class of 2018).*

Adams Denton Award: This award provides financial assistance to students in their final year of the physical therapy program. The award was established to honor Cara Adams and Betty Denton. Both Ms. Adams and Ms. Denton are now retired from UAB but the impact that they had on the department, the physical therapy profession, their students, colleagues, and so many others, remain as a legacy. Without these incredible women, the department would not have the reputation of excellence that we are known for today. This award is given to a third year student(s) with financial need associated with long-term clinical education costs. *(Scholarships for \$500 each were awarded to four students in the class of 2018).*

Essential Requirements of Physical Therapy Education

Introduction

The physical therapy degree is recognized as a broad undifferentiated degree requiring the acquisition of general knowledge and basic skills in all applicable domains of practice. The education of a physical therapist requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experience in preparation for independent and appropriated decisions required in practice. The current practice of physical therapy emphasizes collaboration among physical therapists, other health care professionals, the patient, and the patient's family. In order to graduate from the program, all students must complete course and program requirements.

Policy

The University of Alabama at Birmingham (UAB) Department of Physical Therapy endeavors to select applicants who have the ability to become highly competent physical therapists. As an accredited physical therapy program, the UAB Curriculum adheres to the standards and guidelines of the Commission on Accreditation for Physical Therapy Education of the American Physical Therapy Association. Within these guidelines, the University of Alabama at Birmingham Department of Physical Therapy has the freedom and ultimate responsibility for the selection and evaluation of its students, the design, implementation, and evaluation of its curriculum, and the determination of who should be awarded a degree. Admission and retention

decisions are based not only on prior satisfactory academic achievement but also on non-academic factors that insure that the candidate can complete the essential functions of the academic program required for graduation.

The Department has responsibility to the public to assure that its graduates can become fully competent and caring physical therapists, capable of doing benefit and not harm. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice physical therapy.

The Department of Physical Therapy, as part of the University of Alabama at Birmingham, is committed to the principle of equal opportunity. All applicants for admission will be considered without regard to an applicant's race, national origin, age, genetic or family medical history, gender, faith, gender identity and expression as well as sexual orientation. UAB also encourages applications from individuals with disabilities and veterans. When requested, the University will provide reasonable accommodation to qualified students with disabilities as approved by Disability Support Services, the program and clinical partners.

Program Essential Functions

Technical standards, as distinguished from academic standards refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The essential abilities required by the curriculum are in the following areas: motor, sensory, communication, intellectual (e.g. conceptual, integrative, and quantitative abilities for problem solving and patient assessment) and the behavioral and social aspects of the performance of a physical therapist.

The University of Alabama at Birmingham/Department of Physical Therapy curriculum requires essential abilities in information acquisition. The student must have the ability to master information presented in course work in the form of lectures, written material, and projected images. The student must have the cognitive abilities necessary to master relevant content to basic science and clinical science courses at a level deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, apply, analyze, integrate and synthesize material. He/she must be able to discern and comprehend dimensional and spatial relationships of structures and be able to develop reasoning, critical thinking and decision-making skills appropriate to the practice of physical therapy.

The student must have the ability to complete and document an appropriate history, and perform a physical examination. Such tasks require communication with the patient and family in a manner appropriate to the individuals. The student must also be capable of perceiving signs of disease and dysfunction, especially emergency situations, but that also include at a minimum neurological, musculoskeletal, cardiovascular, pulmonary and integumentary dysfunction, as manifested through physical examination. Such information is derived from observation and

palpation of the body surfaces, palpable changes in various organs and tissues, and auditory information (e.g. patient voice and heart sounds). The student must have the ability to discern skin, subcutaneous masses, muscles, bones, joints, lymph nodes and intra-abdominal organs (e.g. liver and spleen). The student must be able to perceive the presence of abnormalities, which are not within the musculoskeletal system, such as masses in the abdomen.

A major component of the practice of physical therapy is the assessment and management of patients with movement disorders. Therefore, the student must have the ability to safely assist a patient in moving, for example, from a chair to a bed, or from a wheelchair to a commode. The student must also have the ability to move himself or herself and the patient in a three-dimensional space in order to safely and effectively perform motor function tests and treatments. Additionally, the student must be able to ensure the physical safety of a patient at all times.

The student must be able to communicate effectively with patients and families, physicians and other members of the health care team. Communication skills require the ability to assess all information, including the recognition of the significance of non-verbal communication and immediate assessment of information provided to all for appropriate, well-focused follow-up inquiry. The student must be capable of responsive, empathic listening to establish rapport in a way that promotes openness and sensitivity to potential cultural differences and issues of concern. The student must be able to process and communicate information on the patient's status, with accuracy, in a timely manner, to physical therapist colleagues and other members of the health care team. This information needs to be communicated in a succinct, yet comprehensive and timely manner. Written documentation must be complete and accurate. Appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely and effective manner. The student must be able to understand the basis and content of ethical physical therapy practice. He/she must possess attributes, which include compassion, empathy, altruism, integrity, responsibility, and tolerance. He/she must have emotional stability to function effectively under stress and to adapt to an environment that may change, rapidly without warning and/or in unpredictable ways.

These essential functions of physical therapy education identify the requirements for admission, retention, and graduation of applicants and students at the University of Alabama at Birmingham Department of Physical Therapy. All functions must be performed within a reasonable period as would be expected in a clinical situation. Graduates are expected to be qualified to enter the field of physical therapy. It is the responsibility of the student with disabilities to request those accommodations that he/she believes are reasonable and are needed to execute the essential requirements described.

Students must also meet all core ability requirements regarding professionalism and personal leadership as defined by the Doctor of Physical Therapy Program at The University of Alabama at Birmingham.

The inability of a student to perform any of these essential functions while in the program may result in disciplinary action as outlined in the Student Handbook.

Taken with permission from the Essential Requirements of Physical Therapy Education at the University of Washington School of Medicine/Department of Physical Therapy. Approved: Dept.PT Faculty. 7/9/99 Revised 01-31-02. Modified December 2018.

DPT CLASS OF 2021 CURRICULUM

SEMESTER I: SPRING 2019			
COURSE #	COURSE NAME	Course Director	CREDITS
PT700	Human Gross Anatomy I	Brooks	3
PT702	Functional Anatomy	Lein	4
PT730	Essentials of Human Physiology	Lowman	3
*PT713	PT Intervention I	Bullard	3
*PT760	PT Professional Practice I	Morris	2
TOTAL			15
SEMESTER II: SUMMER 2019			
COURSE #	COURSE NAME	Course Director	CREDITS
PT701	Human Gross Anatomy II	Brooks	2
PT711	PT Examination I	Morris	2
*PT712	PT Examination II	Bullard	3
PT720	Pathology & Pharmacology for Movement Disorders I	Singh	3
*PT731	Human Performance Physiology	Motl	3
PT790	Scientific Inquiry I	Hurt	2
SEMESTER III: FALL 2019			
COURSE #	COURSE NAME	Course Director	CREDITS

*PT704	Analysis of Human Movement	Hurt	3
PT706	Neuroscience I	Christy	3
PT714	PT Intervention II	Bullard	3
*PT715	PT Intervention III	Lein	3
*PT721	Pathology & Pharmacology for Movement Disorders II	Singh	3
TOTAL			15

SEMESTER IV: SPRING 2020

COURSE #	COURSE NAME	Course Director	CREDITS
*PT705	Human Movement dysfunction	Ithurburn	3
*PT707	Neuroscience II	Morris	3
*PT740	PT Management of Musculoskeletal Dysfunction I	Perez	5
PT761	Professional Practice II	Morris	3
PT798	Scholarly Activity Project	Christy	1
TOTAL			15

SEMESTER V: SUMMER 2020

COURSE #	COURSE NAME	Course Director	CREDITS
*PT743	PT Management of Cardiovascular/Pulmonary Dysfunction	Lowman	4
*PT744	PT Management of Neuro- muscular Dysfunction I	York	3
PT791	Scientific Inquiry II	Hurt	2
PT798	Scholarly Activity Project	Christy	1
PT770	Clinical Education I	Pearce	4
TOTAL			14

SEMESTER VI: FALL 2020

COURSE #	COURSE NAME	Course Director	CREDITS
*PT741	PT Management of Musculoskeletal Dysfunction II	Perez	5
*PT746	PT Management of Neuro-muscular Dysfunction II	Pearce	5
*PT762	PT Professional Practice III	Morris	3
PT798	Scholarly Activity Project	Christy	1
TOTAL			14

SEMESTER VII: SPRING 2021

COURSE #	COURSE NAME	Course Director	CREDITS
PT763	PT Professional Practice IV	Clark	2
PT764	PT Professional Practice V: Capstone Experience	Pearce	2
PT770	Clinical Education II	Pearce	9
TOTAL			13

SEMESTER VIII: SUMMER 2021

COURSE #	COURSE NAME	Course Director	CREDITS
PT770	Clinical Education III	Pearce	9
TOTAL			9

SEMESTER IV: FALL 2021

COURSE #	COURSE NAME		CREDITS
PT770	Clinical Education IV	Pearce	9
TOTAL			9
TOTAL CREDITS FOR DPT PROGRAM			119

Courses marked with * will incorporate *Integrated Clinical and Community Experiences (ICCE)*: During the first six semesters of the DPT program, you will be assigned to attend

multiple clinical or community sites to gain exposure and experience working with individuals who may be healthy or unhealthy. You will be working with licensed physical therapists providing physical therapy services often in an interprofessional environment. In addition, these services may also be offered in pro bono settings. The purpose of the ICCE is not to take the place of your clinical education experiences. However, we believe that these experiences will help prepare students for their clinical education experiences. The aims of these experiences are to allow first and second year students to:

- Develop interprofessional awareness
- Cultivate interprofessional skills
- Improve reflection
- Appreciate the roles of other health care providers
- Advance communication skills
- Appreciate community and pro bono services
- Apply newly learned psychomotor skills
- Interact with a diverse patient/client population
- Develop clinical teaching skills

ICCE objectives

We believe that the objectives below may not be met in one semester or in one experience due to the variability of the ICCE. Most of these objectives should be met by the end of your second year. While we cluster objectives that we think that students should meet during certain parts of their academic experience, we also understand and expect that students may be checking any of the below-listed objectives after any one experience. Therefore, the purpose of these objectives are to provide a learning framework for you and your ICCE instructors to strive for during the ICCE.

First-year Student Objectives (Semesters 1-3)

1. Complete an interview with an individual to explore his/her psychosocial determinants of health

2. Complete an interview/history with a patient/client

3. Describe the roles of other health care professionals (e.g. the physician, nurse, physical therapist, occupational therapist, social worker, optometrist, mental health therapist, behavior therapist, and/or pharmacist) in the management of an individual's care

4. Assess your self-awareness and self-management(EQ) during the visit

5. Communicate with other health professionals or health professional students concerning the care of patients/clients

6. Communicate appropriately with patient/clients using best practices in health literacy

7. Describe how an individual would benefit from improving a lifestyle behavior

Second-year Student Objectives (Semesters 4-5)

8. Examine a patient/client using the movement system model

9. Modify exam and/or intervention based on medication, vital signs, blood glucose levels, exercise tolerance, or some other sign or symptom

10. Assess your self-awareness, self-management, relationship awareness, relationship management in the ICCE setting

11. Describe the community impact of providing pro bono care and the need for health care advocacy and policy changes

12. Understand the role of PT in advocating for community and pro bono services

13. Describe how community and pro bono services are funded

Second-year Student Objectives (Semester 6)

14. Provide details on the assessment of the community impact of providing community and pro bono care and the need for health care advocacy and policy changes

15. Mentor first-year students in the ICCE setting including constructive feedback

16. Perform a movement system examination appropriate to the ICCE setting

17. Evaluate findings from a movement system examination appropriate to the ICCE setting

18. Document an examination appropriate to the ICCE setting

19. Assess on your self-awareness, self-management, relationship awareness, relationship management in the ICCE setting

20. Discuss the challenge in developing a pro bono or community service

Policies and procedures for the ICCE program will be located on the Canvas site of each course that includes ICCE.

MILESTONES FOR DOCTOR OF PHYSICAL THERAPY DEGREE PROCESS

1. Academic Advising:

A physical therapy faculty member will be assigned to serve as the student's academic advisor throughout the course of the program. The student and the advisor should meet throughout the program to confer about courses, core abilities, and other issues the student wishes to discuss.

2. Scholarly Activity Project:

Students will complete three semesters of PT 798 during the 2nd year of the program. Students either will be assigned to work with a faculty research mentor or will participate in scheduled journal club meetings. The process for implementation of the Scholarly Activity Project is as follows:

- a) Semester 3: Faculty mentors will discuss specific projects and students will have the opportunity to request to be a part of a project or to participate in journal club. Students who are assigned to a faculty mentor will meet with the mentor to determine duties to begin in the spring (semester 4).
- b) Semester 4: Research students will spend a minimum of 30 hours over the semester working on the assigned project. Research projects will be faculty driven with students having a specific role in the project. Each student will keep a log of hours and specific activities (e.g. data collection; data entry; meetings). The faculty mentor will review the log. Students in journal club will attend scheduled journal club meetings and will prepare for each meeting by reading and analyzing each article.
- c) Semester 5: Activities will continue as in term 4.
- d) Semester 6: Each student group will submit an abstract outlining a case study (journal club) or research activities performed over the year. Students will present their work at the UAB DPT research symposium.

3. Successful Completion of All Coursework

Upon successful completion of all coursework, the candidate will be recommended for the Doctor of Physical Therapy degree by the Department of Physical Therapy.

4. Comprehensive Examination

Comprehensive examinations will be given to students in the Doctor of Physical Therapy program at the beginning of the 4th and 7th semesters and during the final semester of PT 770.

The purpose of the comprehensive examinations as endorsed by the faculty of the Department of Physical Therapy are as follows:

1. To identify areas of strength / weakness in the professional preparation of individual students.
2. To provide guidance for the continued preparation of each student to enter the practice of physical therapy.

Performance Standards:

1. **Comprehensive Examination #1** (spring of the 2nd year): This comprehensive examination will be made up of questions from the Dept. of PT course examinations. Second year students who earn a score below 70% will remediate the examination content by the end of the 4th (spring) semester. The remediation plan will be determined by the Program Director.
2. **Comprehensive Examination #2:** The Federal State Board of Physical Therapy Examiners (FSBPT) Practice Examination & Assessment Tool (PEAT) will be purchased for all third year students. Students will take the “Retired NPTE” practice test in a standardized setting. Students who score below 550 must meet with their advisor to determine a plan to remediate the material.
3. **Comprehensive Examination #3:** The FSBPT PEAT will be purchased again for each student. Students will be required to complete the “Retired NPTE” practice test during the final PT 770 course. Students scoring below 600 may not apply to take the FSBPT before graduation. Students scoring 625 or better who wish to take the FSBPT Examination before graduation (usually October) must present a plan for study to the program director by a date to be determined.

*Students/graduates are responsible for preparation for the [FSBPT National Physical Therapy Examination](#) once classroom and clinical faculty have judged performance in the professional degree program to be acceptable for successful completion of the program.

5. Completion of Application for Degree

Students must complete the *Application for Degree* during the Graduation prep session prior to leaving for the final clinical education course.

6. Final Program Review

Faculty and students will meet after the final clinical education experiences (PT 770, fall semester) prior to graduation, for a general discussion/feedback regarding

experiences during the program. Students will complete paperwork regarding curriculum review and alumni data.

7. Hooding Ceremony

Students and faculty members are expected to participate in the hooding ceremony in December.

SECTION 4: DIRECTORY

SCHOOL/DEPARTMENT ADMINISTRATORS

NAME AND OFFICE	TITLE	PHONE
Andrew Butler, PhD SHPB 630D	Dean	205-934-5149
Donna Slovensky, PhD SHPB 660	Senior Associate Dean for Academic and Faculty Affairs	205-975-8034
Tracee Synco, PhD SHPB 230	Assistant Dean for Student Recruitment, Engagement and Success	205-996-7191
David Morris, PT, PhD, FAPTA SHPB 383	Chair, Department of Physical Therapy	205-934-0418
Jennifer Christy, PT, PhD SHPB 346	Director, Doctor of Physical Therapy Program	205-934-5903
William Reed, DC, PhD and Brooks Wingo, PhD Webb 318A (Reed) and SHPB 385 (Wingo)	Interim Co-Directors, PhD Program in Rehabilitation Science	205-934-3261 (Reed) 205-934-5982 (Wingo)

SHPB=School of Health Professions Building

FACULTY

<u>NAME</u>	<u>SPECIAL INTERESTS</u>	<u>OFFICE</u>
Cara Bullard, DPT Instructor 205-996-1359 cms144@uab.edu	Therapeutic Interventions Musculoskeletal Disorders	SHPB 362
Carmen Capo-Lugo, PhD Assistant Professor 205-934-3566 capolugo@uab.edu	Health Services Research Stroke	SHPB 371
Jennifer Christy, PT, PhD Associate Professor Director, DPT Program 205-934-5903 jbraswel@uab.edu	Pediatrics Neuroscience Vestibular Rehabilitation Scientific Inquiry	SHPB 346
Christopher Hurt, PhD Assistant Professor 205-934-8517 cphurt@uab.edu	Functional Mobility and Balance in Aging or Neurological Populations	SHPB 334
Matthew Ithurburn, PT, PhD, DPT Assistant Professor 205-975-9994 mpi@uab.edu	Sports Medicine Biomechanics Muscle Performance	SHPB 386
Donald Lein, PT, PhD Associate Professor Director of Continuing Education & Community Outreach 205-934-0241 dlein@uab.edu	Therapeutic Interventions Musculoskeletal Disorders Functional Anatomy Health Promotion	SHPB 376
John Lowman, PT PhD Board Certified Cardiopulmonary Clinical Specialist Associate Professor Telephone: 205-934-5892 jlowmman@uab.edu	Cardiovascular & Pulmonary PT Exercise Physiology Cystic Fibrosis Critical Care	SHPB 344

David Morris, PT, PhD, FAPTA Professor Chair, Department of Physical Therapy Telephone: 205-934-0418 morrisd@uab.edu	Constraint-Induced Therapy Health Promotion Aquatic Therapy	SHPB 383
Rob Motl, PhD Professor Associate Director of Research for the UAB/Lakeshore Research Collaborative 205-934-5905 robmotl@uab.edu	Health Behavior Neuroscience Multiple Sclerosis	SHPB 336
Tara Pearce, PT, DHS Assistant Professor Director of Clinical Education 205-934-5964 tpearce@uab.edu	Neuromuscular Disorders Clinical Education Professional Practice	SHPB 332
Patty Perez, PT, DScPT Board-Certified Orthopedic Clinical Specialist Assistant Professor 205-975-1977 perezp@uab.edu	Musculoskeletal Disorders	SHPB 387
William Reed, DC, PhD Associate Professor 205-934-3291 wreed@uab.edu	Neuroscience Manual Therapy Proprioception	Webb 318A
Brian Sandroff, PhD Assistant Professor 205-934-5972 sandroff@uab.edu	Exercise Science/Kinesiology Neuroscience Multiple Sclerosis	SHPB 389
Harshvardhan Singh, PhD Assistant Professor 205-996-1413 hsingh@uab.edu	Bone-Muscle Interaction Musculoskeletal Rehabilitation	SHPB 384

Sheree York, PT, DPT Assistant Professor Board Certified Pediatric Clinical Specialist 205-934-0419 yorks@uab.edu	Pediatrics Administration	SHPB 374
Hui-Ju (Zoe) Young, PhD Research Assistant Professor UAB/Lakeshore Research Collaborative 205-403-5521 hiyoung@uab.edu	Exercise Physiology Disability and Health Intervention Development	3840 Lakeshore Foundation; UAB/Lakeshore Research Collaborative

RETIRED FACULTY:

Cara Adams, PT, MS , Associate Professor Emerita
Joan Bergman, PT, PhD , Professor Emerita
Diane Clark, PT, DScPT, MBA , Associate Professor
Jo Ann Clelland, PT, MS , Professor Emerita
Betty Denton, PT, MA , Associate Professor Emerita
Kennon T. Francis, PhD , Professor Emeritus
Robert Harden , Professor Emeritus
Terry R. Hoobler, PT, MA , Associate Professor Emeritus
Cheryl Knowles, PT, MS , Associate Professor Emerita
Patrice Murphy, PT, DPT , Instructor
Bill Ogard, PT, PhD , Assistant Professor
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