

Physical Therapy Program



University of Colorado
Anschutz Medical Campus

Student Handbook

2022-2023

Disclaimer for Student Handbook

This handbook does not constitute a contract with the University of Colorado, School of Medicine, Doctor of Physical Therapy Program, either expressed or implied. The Physical Therapy Program reserves the right at any time to change, delete, or add to any of the provisions at its sole discretion and prior versions are void. Furthermore, the provisions of this document are designed to serve as firm guidelines rather than absolute rules and exceptions may be made by the Physical Therapy Program on the basis of extenuating circumstances.

The Student Handbook is a living document, subject to change. Students can find the most recent version in the Canvas CU PT Student Portal and are responsible for familiarizing themselves with the current iteration.

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I. Student Policies

General Information

Since 1948, the Physical Therapy Program at the University of Colorado has established a tradition of excellence in educating physical therapy students and is committed to developing the next generation of leaders. Our faculty members are exceptional educators who are recognized as expert clinicians, innovative researchers, and community leaders. Our graduates stand out for their ability to practice proficiently based on best available evidence and sound clinical reasoning. As part of the School of Medicine, located on the only academic health sciences center campus in the Rocky Mountain Region, our program provides students an interdisciplinary learning environment uniquely designed to prepare them for their roles as future health care professionals.

Curriculum

Vision and Mission Statement

Vision Statement

We transform health and foster wellness through education, discoveries, engagement and innovation, with dedication to diversity and equity for individuals, communities, and society.

Mission Statement

The University of Colorado Physical Therapy Program leads discovery and innovation to improve movement, participation, health, and wellness for all individuals and society through excellence in education, research, clinical care, and service.

Elements of the mission statement are elaborated on as follows:

- Education – through educating and preparing competent and ethical physical therapists who will assume the multifaceted roles of clinical practitioners, educators, scholars / researchers, administrators, consultants, and advocates.
- Clinical Care – through providing physical therapy services to patients / clients across the lifespan in general and specialized areas of clinical practice.
- Research and Scholarship – through engaging in collaborative professional and inter-professional research and scholarly endeavors to support, utilize, and broaden the scientific basis of physical therapy practice.
- Community Service – through contributions of time, expertise and knowledge to enhance the broader community, including our affiliated institutions, other clinical institutions, other health care professionals, our professional organization, and citizens of Colorado.

Diversity Policy

The students, residents, faculty and administration of the University of Colorado believe that diversity is a value that is central to the University's educational, research, community service, and health care missions. Therefore, the Program is committed to recruiting and supporting a diverse student body, faculty and senior administration. As part of our commitment to inclusive excellence, we work to increase the diversity of our graduates and improve the outcomes of the patients we serve. The Program adopts a definition of diversity that embraces race, ethnicity, sexual orientation, gender identity, disability, religion, political beliefs, and socioeconomic status. The definition of diversity also includes life experiences, record of service and employment, and other talents and personal attributes that can enhance the scholarly, clinical care, and learning environment.

In recognition of the value that diversity brings to medical education, the **University of Colorado Physical Therapy Program strives to:**

- Recruit and retain a diverse group of students, faculty, and staff
- Create a culture for students, faculty, and staff that enhances learning, supports career development, fosters respectful discourse, and promotes equity
- Prepare students as leaders for practicing in diverse communities and healthcare settings

Additional information regarding diversity in the CU Physical Therapy Program and work of the Diversity, Equity, and Inclusion Committee can be found on the [Diversity Page](#) of the Program website.

Program Goals and Expected Outcomes

The PT Program has goals and expected outcomes based on the Program mission and vision statements, the APTA's Vision Statement, the Guide to Physical Therapist Practice, and the Normative Model of Physical Therapist Professional Education. From these sources, a curriculum philosophy was developed collectively by the faculty and adopted on June 16, 2004, which has been subsequently and routinely updated, and is reflected in the current mission and values statement. This curriculum philosophy was the starting point from which all goals and outcome measures are based.

In 2015-16, the DPT faculty revised the goals and outcome measures based on five core elements identified in 2014 to support a curriculum revision with implementation of a culminating clinical yearlong internship. The core elements used to frame the revised DPT curriculum are: 1) Patient-Centered Care, 2) Clinical Reasoning and Evidence Based Practice, 3) Movement for Participation, 4) Teamwork and Collaboration, and 5) Quality Improvement and Safety.

The DPT curricular core elements were specifically designed to align with the mission of the PT Program to produce leaders who will improve health, function, and participation through "clinical care, research, and education." In addition, the core elements incorporate the vision statement of the APTA created in 2013 ("Transforming society by optimizing movement to improve the human experience") and the "Triple Aim" framework developed by the Institute of Healthcare Improvement. The Triple Aim describes improving health system performance by 1) improving the patient experience of care (including quality and satisfaction), 2) improving population health, and 3) reducing health care cost. Goals were created that relate directly to the Program core elements for the *Students/Graduates, Faculty, and PT Program* (outlined below).

Student/Graduate Goals: Graduates of the PT Program will become:

1. Graduates by successfully completing all didactic and clinical education requirements of the DPT program.
2. Employed as licensed entry-level physical therapists.
3. Competent providers of patient-centered care, who consider patient values, goals, concerns, and needs across the lifespan.
4. Competent in using clinical reasoning and decision-making, which is based on critical thinking and application of best evidence.
5. Promoters of movement for life participation in patients/populations through clinical application of foundational sciences (e.g., anatomy, physiology, and biomechanical principles).
6. Healthcare team members who apply principles of teamwork and collaboration to meet the needs of patient, family, and society.

7. Providers of quality patient-centered health care that is safe, effective, ethical, equitable, and takes cost into account.

Faculty Goals: Faculty of the PT Program will:

Each core faculty member (as defined by CAPTE standards), including the program director and clinical education coordinator, will:

1. Have contemporary expertise in his/her assigned teaching areas.
2. Demonstrate effectiveness in teaching and student evaluation.
3. Have a well-defined, ongoing scholarly agenda.
4. Have well-defined roles in teaching, scholarly activity, and service.

Each associated faculty member (as defined by CAPTE standards) will:

5. Have contemporary expertise in his/her assigned teaching areas.
6. Demonstrate effectiveness in teaching and student evaluation.

The collective core and associated faculty will:

7. Include an effective blend of individuals with doctoral preparation and individuals with clinical specialization.

The collective core faculty will:

8. Have the primary responsibility for development, review, and revision of the curriculum.

Each clinical instructor will:

9. Have contemporary expertise in his/her area of clinical practice.
10. Demonstrate effectiveness in teaching and student evaluation.

Program Goals: The PT Program will:

1. Recruit, admit, and graduate a highly qualified and diverse group of students.
2. Recruit, hire, and retain a highly qualified and diverse faculty and administrative team.
3. Provide a dynamic DPT curriculum that a) reflects DPT Program core elements, b) integrates the curricular threads, c) is responsive to changes in national health care priorities and legislation, and d) meets or exceeds all CAPTE standards.
4. Provide faculty resources necessary to excel in teaching, research/scholarship, clinical practice, and service.
5. Obtain and maintain adequate sources of revenue to match Program operational needs.
6. Have a faculty that will serve as leaders (within physical therapy and other professions, both locally and nationally) through teaching, research/scholarship, clinical practice, and service.
7. Contribute innovative evidence to advance physical therapy practice.
8. Collaborate with other institutions and professions to a) improve the DPT clinical education, b) expand the DPT program, and c) expand/increase patient care.
9. Communicate initiatives and successes locally (UC system, Denver, Colorado), regionally, and nationally.

PT Program Expected Outcomes

The expected outcomes reflect the program's Student/Graduate, Faculty, and Program goals. These outcomes have been identified as:

Student/Graduate Expected Outcomes:

1. Graduation rates will be at least 95% for graduation within the normally expected time and 98% for graduation within 150% of normally expected time.
2. Ultimate National Physical Therapy Examination (NPTE) licensure pass rates will be at least 98%, with at least 95% of graduates passing on their first attempt.
3. At least 90% of graduates who seek DPT employment will be employed within 12 months after graduation.
4. All (100%) students will pass standardized simulated clinical assessment/coaching session in Year 2 of the curriculum.
5. All (100%) students will demonstrate entry-level clinical performance before graduation, as indicated by a "P" (pass) grade in DPTR 7933 (Clinical Education III).
6. All (100%) of responding program graduates and their employers will report that the graduates are competent within the first 6 months of employment in:
 - a. Delivery of patient-centered clinical care.
 - b. Clinical reasoning and decision-making.
 - c. Applying foundational science knowledge to clinical care to promote patient/population movement for life participation.
 - d. Applying principles of teamwork and collaboration within healthcare systems.
 - e. Providing quality patient-centered health care that is safe, effective, ethical, equitable, and takes cost into account

Faculty Expected Outcomes:

1. Each (100%) member of the core* and associated** faculty will demonstrate contemporary expertise in his/her assigned teaching area, as evidenced by training and accomplishments documented on his/her curriculum vitae.
2. Each (100%) member of the academic (core and associated) faculty and clinical instructor will have documented effectiveness in teaching and student evaluation as indicated by student evaluation, self-assessment, and annual performance review.
3. Each (100%) core faculty member will have a well-defined, ongoing scholarly agenda that is outlined in their annual goals/accomplishments and curriculum vitae.
4. Each (100%) member of the core faculty will have well-defined roles in teaching, scholarly activity, and service that are outlined in his/her annual goals/accomplishments and curriculum vitae.
5. All (100%) of core faculty will have a doctoral degree (including DPT).
6. At least 50% of the core faculty members will have academic doctoral degrees.
7. At least 50% of the associated and core faculty members will have certification in a clinical specialization.
8. The Program Curriculum Committee will be compromised of core faculty members and will meet at least six times annually related to curricular development, review, and/or revision.

9. The collective core faculty members will meet at least once annually to review the curriculum.
10. All (100%) clinical instructors will be licensed physical therapists with a minimum of one-year full-time (or equivalent) post-licensure clinical experience.
11. Each (100%) clinical instructor will demonstrate contemporary expertise in their area of clinical practice, as evidenced by documentation provided to the clinical education team.

**Core Faculty: Those individuals appointed to and employed primarily in the program, including the program director, the director of clinical education (DCE) and other faculty who report to the program director. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and may include others with expertise to meet specific curricular needs. The core faculty may hold tenured, tenure track, or non-tenure track positions. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty.*

***Associated Faculty: Those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. The associated faculty may include individuals with full-time appointments in the unit in which the professional program resides or in other units of the institution, but who have primary responsibilities in programs other than the professional program.*

Program Expected Outcomes:

1. The student body will reflect race and ethnicity diversity at levels of at least 20%, as defined by the School of Medicine (SOM) definition of Under-Represented in Medicine (URM).
2. The Program will implement methods outlined by the SOM to improve diversity in faculty and administrative candidates, based on SOM definition of URM.
3. All CAPTE standards will be met, as evidenced by a complete and comprehensive self-study report every 10 years, and continual CAPTE accreditation achieved.
4. The Program Curriculum Committee will meet at least 6 times/year to oversee curricular issues, ensure the program mission and curricular elements are maintained, and assist in tracking and ensuring compliance with accreditation standards.
5. The Program Faculty will meet at least annually to assess and modify the 5-year strategic plan for the DPT curriculum initiatives to ensure responsiveness of the curriculum to changes in national health care needs.
6. The Program will have an annual balanced budget that adequately supports all initiatives agreed upon by the faculty in the 5-year strategic plan.
7. Administrative support and financial serves will be allocated to DPT program management, clinical education, recruitment and admissions, grants and contracts, and technical support.
8. The Program will continually have at least one major active initiative that involves collaboration with other institutions and/or professions to improve patient and/or public health outcomes.
9. Program communication of initiatives and successes will occur throughout each academic year with e-newsletters, printed newsletters, website updates, social media, and collateral (flyers, brochures).

Curriculum Philosophy

The curriculum prepares graduates to enter the doctoring profession of physical therapy for initial practice as generalist practitioners within primary physical therapy care. Primary physical therapy care is: 1) centered on the patient/client as well as family members and other caregivers, 2) culturally competent, 3) evidence-based and outcome oriented, 4) focused around movement for participation, and 5) implemented across the lifespan. The curriculum prepares graduates to promote, maintain, and improve the health of individuals, communities, and patient populations. To provide this care, the curriculum prepares graduates to partner with the patient/client/family/caregivers and to collaborate with other health care professionals. The curriculum also emphasizes the future roles of graduates as leaders in the profession.

Knowledge: Clinical Decisions are Based on Critical Thinking, Clinical Reasoning, and Current Best Evidence

Clinical decisions begin with a focus that guides the student to consciously adopt the patient/client and family/caregiver perspectives. Decisions are based on knowledge that includes the realms of foundational sciences, behavioral sciences, clinical sciences, and clinical practice. Decisions are shaped by an understanding of movement across the lifespan and perspectives of disablement and enablement. Decisions are patient-centered, guided by moral and ethical reasoning, and are based on current best evidence.

Values and Attitudes: Professional and Ethical Values and Attitudes

Professional and ethical values and attitudes result in behaviors that are consistent with the doctoring profession and the core values of physical therapist practice. Ethical behaviors include the ability to reflect, address, and resolve competently the ethical issues confronted during clinical practice and research. These values and attitudes provide the basis for interacting with individuals and communities and are the stimulus for lifelong learning and contribution to the physical therapy profession.

Skills: Professional Clinical Skills

Professional clinical skills are needed for physical therapy screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and assessment of outcomes. These skills reflect the integration of critical thinking, evidence-based practice, psychomotor skills, and interpersonal skills needed for the delivery of physical therapy care, including advocacy, social responsibility, and consultation.

The learning environment should facilitate the development of knowledge, values and attitudes and skills that will serve students during their educational experience and in addition will facilitate their development as self-directed and life-long learners. To this end, the body of knowledge is presented within a format that emphasizes active engagement in the classroom and laboratories, experiential learning, self-reflection, and self-assessment.

Curricular Key Elements

Throughout the curricular plan, key elements of trans-curricular processes and content are interwoven to prepare students to assume multifaceted roles in patient-centered care. These key elements are:

- Patient centered care
- Evidence based practice and clinical reasoning
- Movement for participation
- Teamwork and collaboration
- Quality improvement and safety

Educational Goals and Objectives

Goal

The major goal of the educational program is to graduate generalist autonomous practitioners in physical therapy who are able to provide physical therapy in the constantly changing health care environment. Graduates are prepared to provide physical therapy care to patients/clients, populations, and communities acting as clinicians, as case managers, and consultants for preventive, wellness, and fitness programs.

Objectives

Upon completion of the program, the physical therapy graduate is prepared to demonstrate abilities in the areas of knowledge, values/attitudes, and skills.

Specifically:

- 1) Knowledge: Clinical Decisions are Based on Current Best Evidence and Clinical Reasoning
 - a) Demonstrate competency in making clinical decisions that rely on use of current best evidence and incorporate scientific and critical thinking.
 - b) Demonstrate competency in obtaining the best evidence by locating and critically analyzing available information, raising relevant questions, formulating new ideas, and reflecting on implications.
 - c) Demonstrate competency using current enablement and disablement models in clinical practice.
 - d) Demonstrate competency in evaluating movement dysfunction and determining appropriate strategies of intervention
- 2) Values and Attitudes: Professional and Ethical Values and Attitudes
 - a) Accept the importance of providing culturally competent care for individuals of all ages and from diverse populations.
 - b) Embrace legal and ethical behaviors and attitudes.
 - c) Embrace the seven core values of professionalism.
 - d) Pursue professional development and lifelong learning.
 - e) Accept responsibility for the further development of physical therapy practice.
 - f) Accept responsibility for efficient, coordinated management of care based on the patient's / client's goals and expected functional outcomes.

3) Skills: Professional Clinical Skills

- a) Demonstrate proficiency of entry-level clinical skills in screening, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes.
- b) Complete defensible documentation that is thorough, accurate, analytically sound, concise, timely and legible.
- c) Demonstrate the ability to provide culturally competent care for diverse populations of all ages.
- d) Demonstrate effective collaboration and communication with patients/clients as well as other members of the health care team.
- e) Contribute to health promotion and health maintenance as well as health restoration.
- f) Provide consultation to individuals, families, health professionals, and community agencies and organizations.
- g) Accept the role of advocacy for patient/clients and families/caregivers.
- h) Incorporate changes in the health care environment and new policies within physical therapy practice.

Oversight of the Curriculum

The Physical Therapy Faculty as a whole is responsible for the overall design, implementation, evaluation, and ongoing reform of the curriculum that is consistent with previously established goals, objectives, and learning principles of the Physical Therapy Program.

The Curriculum Committee is responsible for curriculum development, ongoing curriculum assessment, and oversight to the entry-level curriculum. This committee is comprised of a faculty member who serves as the chair, the Director of Clinical Education, additional faculty members representative of each of the three major clinical tracks (medicine, neurological, and musculoskeletal physical therapy), other faculty at the discretion of the Program Director, and student members. The committee meets at least bi-monthly (but generally monthly) to address curricular issues and courses within the PT Program, including workload, schedules, and content integration. This committee oversees all Commission on Accreditation in Physical Therapy Education (CAPTE) criteria related to delivery of content within a DPT program.

Semester Schedule of Classes

A schedule of class meeting dates and times will be provided by the PT Program to all students approximately six weeks before the beginning of each semester. The schedule will be available in a Microsoft Outlook shared calendar. While this schedule is intended to be accurate and complete, there are occasionally changes that must be made as the semester progresses. Any modifications to the schedule of class meetings will be posted on the Outlook calendar as they are made. Every effort will be made to avoid changes in the length of the semester, examination times, or scheduled university holidays or breaks once students have received the schedule.

Course and Course Instructor Evaluations

Summative Evaluations

Students evaluate each course and each instructor at the end of every semester using a web-based on-line evaluation system. The campus-wide evaluation system is administered centrally, and student confidentiality is strictly maintained. Student names are confidential and are not shared with the Program Director or Course instructors. The information obtained from the feedback is used by the Course instructor and Program Director to guide changes in a particular course and teaching methodology. Evaluation results are also used to guide curricular decisions and faculty promotions. It is a program expectation that students complete end of semester course evaluations before attending lectures and labs in the subsequent semester.

Formative Evaluations

Individual faculty members may informally ask students for feedback at any time while a course is in progress, in order to assist the faculty member in evaluating course effectiveness and making revisions if needed.

Credit Program Requirements

All Physical Therapy Program degree core courses and electives are listed on the PT Program website and in Canvas.

Non-Credit Program Requirements

All students are required to complete several program requirements including:

- 1) Humanities sessions
- 2) Center for Advancing Professional Excellence (CAPE) teaching/assessment activities
- 3) Interprofessional Collaborative Practice (IPC)

Humanities

Each humanities session exposes the student to stories of illness, disability, and injury, as a way to provide an exploration and analysis using imaginative materials such as film, poetry and fiction that represent the vagaries of the human condition across the lifespan.

Center for Advancing Professional Excellence (CAPE)

CAPE is a full-service assessment and education center specializing in the use of standardized patients and simulators. A Standardized Patient (SP) is an individual who is carefully trained to portray or simulate all aspects of a real patient as part of a case scenario in order to provide an opportunity for a student to learn or be evaluated on their clinical skills. There are three CAPE experiences throughout the curriculum: two assessment encounters with standardized patients and one teaching encounter as part of the IPC curriculum.

Interprofessional Collaborative Practice (IPC)

The University of Colorado Anschutz Medical Campus has a campus wide longitudinal interprofessional education program, which incorporates teamwork/collaboration, values/ethics, and quality/safety content. The interprofessional offerings include didactic

coursework, Clinical Transformations (simulated team cases), and clinical practice (Clinical Integrations-CI 2). Collaborative Practice and Interprofessional Ethics/Values are required for students for all health professions programs on campus and consists of 15 sessions. Student competency is evaluated with quizzes, discussion boards and application exercises. Once the DPT students complete the didactic curriculum, they participate in an interprofessional student team simulation integrating the TEAM STEPPS® communication tools. Teams and individuals are evaluated by trained simulation coaches who provide formative feedback following an initial case and summative feedback following an additional case using a standardized rubric. In addition to the emphasis on team communication, each simulated case integrates values/ethics and quality/safety. During Clinical Education III, students are evaluated by another health professional (OT, MD, RN, PharmD, etc.) on interprofessional communication and professionalism. Student competency for this longitudinal curriculum is evaluated by student exit surveys, focus groups, and by other professionals during CE III.

Student Promotion Towards Graduation

Student Promotions Committee (SPC)

The Student Promotions Committee (SPC) is charged by the Director of the Physical Therapy Program (Director) and the faculty with upholding the standards of the Physical Therapy Program and the profession. The Student Promotions Committee is composed of: Chairperson, Director of Clinical Education, and appointed faculty members. SPC meetings involving individual students may include the addition of the student's faculty advisor, and a Course Coordinator when deemed appropriate.

The deliberations and communications of the Student Promotions Committee are intended to be positive in approach and intended to be helpful to the student. The SPC recognizes that each student, despite adversity, must be able to meet minimum academic and clinical performance while maintaining and further developing professionalism.

The Student Promotions Committee faculty members provide recommendations to the Director of the Physical Therapy Program regarding promotion, probation, remediation, withdrawal, leave of absence (LOA) or dismissal from the Program.

Physical Therapy Program Minimum Grade Standards

Course Completion and Program Progression

Students must successfully complete and pass all required courses and maintain a minimum cumulative GPA of 3.0 to be in good academic standing and to progress through the program. Students complete all coursework including clinical education in sequence. Students must successfully pass all required courses and clinical education experiences to graduate from the Program. Additionally, students must meet standards of professional behavior throughout the Program (refer to section and Appendix on Professional Behaviors) and complete all additional program requirements.

Course Grade

The minimum satisfactory grade in any course is a C (73-76%). Students must receive a satisfactory grade in each course and must complete course requirements as outlined in the course syllabus. If the student receives an unsatisfactory grade (below 73% = course failure) in a course, the student will meet with the course coordinator and their faculty advisor. The Student Promotions Committee (SPC) will be notified, and the student will meet with one or more members of the committee. The SPC will make one of the following recommendations to the PT Program Director: (1) dismissal from the Program, (2) remediation of course content followed by successful re-examination that would allow the student to continue to progress in the Program. If additional costs are associated with remediation of a course, based on the extent of the remediation required, these costs become the responsibility of the student. When remediation and re-examination must be completed for continuation in the next consecutive semester, this process may need to occur during a scheduled break and must be completed. The timeframe will be determined in conjunction with the SPC and the course coordinator. If a student fails a second course at any time while in the PT Program, the student will be dismissed from the Program, irrespective of the cumulative GPA.

Practical Examination Assessments

Students must pass the practical examination in any course that includes a practical exam requirement in order to successfully pass the course. A student who does not pass a practical examination will have the opportunity to repeat the examination one time. If the student passes the practical examination on the second try, the lowest passing grade is given for the practical examination (i.e., 73%). If the student fails to pass the practical examination on the second try, the student will fail the course and the policy for course grades will apply.

Policy Regarding Requests to Change Course Assessment Time

Course assessments, including any written/computer examinations, competency-based assessments (comps) and practical lab exams, are given only at the assigned and scheduled times. Assessment times are not altered, and any student arriving and/or starting late will only have the remainder of the allotted time to complete the assessment. If the assessment involves classmates as a comp or practical partner, the course instructor may reassign late students at their discretion. Any request to modify an assessment schedule must be approved ahead of the scheduled date and time through a formal written request to the Absences Committee.

Students who receive approved accommodations through ODAI may have extended time or other assessment-based accommodations AND will continue to follow a pre-established schedule and all other policies in the paragraph above.

Minimum Grade Point Average (GPA) Requirements

First Semester (Summer 1)

At the end of the first semester (Summer 1), students must have a semester GPA of a 2.75 or above to progress to the second semester in the program. A student with a first semester GPA between 2.75-2.99 will be placed on probation (see below) after being meeting with the SPC. A student with a first semester GPA below 2.75 will be referred to the SPC and a recommendation will be made by the SPC to the Program Director for: (1) dismissal; or (2) offering the student the opportunity to take a LOA and restart the curriculum the following summer. The final decision to dismiss a student from the program or allow the student to return and restart the curriculum is made by the Program Director. Factors used by the SPC to make this recommendation include: student's overall performance in all summer courses (including grades), student's reflection on identified challenges in the curriculum, and any extenuating circumstances.

Second Semester (Fall 1)

In the second semester (Fall 1), a student must achieve BOTH a semester AND a cumulative GPA of 3.0 or above to remain in good academic standing. A student with a semester or cumulative GPA below 3.0 in Fall 1 will be referred to the SPC and placed on probation (see Probationary Status below). A student who was on probation entering Fall 1 must exhibit a positive trajectory towards a 3.0 cumulative GPA at the end of Fall 1 semester. If a student fails to exhibit a positive trajectory at the end of Fall 1 and is unable to raise their semester and cumulative GPA to a 3.0, the SPC will make a recommendation to the Program Director to dismiss the student from the Program. The final decision is made by the Program Director.

All Subsequent Semesters (Spring I and Beyond)

In all subsequent semesters (Spring I and beyond), a student must achieve BOTH a semester and a cumulative GPA of 3.0 or above. A student with a semester or cumulative GPA below 3.0 will be referred to the SPC and placed on probation (see Probationary Status below).

Clinical Education

Clinical education is part of the curriculum, and students must successfully pass each clinical education experience to progress and complete the program. If a student does not receive a passing grade for a clinical education course, the Director of Clinical Education (DCE) will notify the Chair of the Student Promotions Committee. The SPC will make a recommendation to the PT Program Director of either: (1) dismissal from the Program or (2) remediation followed by additional clinical education with possible delayed graduation. The student is responsible for any additional costs associated with remediation, and/or additional clinical education placement. The final decision is made by the PT Program Director and the student has the right to appeal.

Additional information about clinical education policies can be found in the Clinical Education Handbook.

Calculation of Grade Point Average

The University of Colorado has had a [uniform grading policy](#) since 1974: The Physical Therapy Program calculates GPA as follows:

<u>Satisfactory</u>	<u>Unsatisfactory</u>
A = 4.0	C- = 1.7
A- = 3.7	D+ = 1.3
B+ = 3.3	D = 1.0
B = 3.0	D- = 0.7
B- = 2.7	F = 0.0
C+ = 2.3	
C = 2.0	

Satisfactory

93% = A

90-92% = A-

87-89% = B+

83-86% = B

80-82% = B-

77-79% = C+

73-76% = C

I = Incomplete: Converts to F if not completed within a maximum of one year

IP = In Progress: thesis or multi-semester course at the graduate level only

P/F = P grade is not included in the grade point average; the F grade is included; up to 16 hours of pass/fail course work may be credited toward a bachelor's degree; any grade above F is regarded as passing
H/P/F honors/pass/fail - intended for honors courses; credit hours count toward the degree but are not included in the grade-point average

W = used only for course withdraw when a student is taking an approved LOA and in unique situations

Any grade below a 73 is not a passing grade for the Physical Therapy Program.

Unsatisfactory grades remain part of the academic record and are included when calculating the cumulative GPA. It is not within Program policy to allow for a course to be retaken except in summer semester 1 when a student has received the opportunity to return and restart the curriculum based on a GPA below 3.0.

Grade Appeals Policy

The Physical Therapy Program is committed to the ideal of academic freedom and so recognizes that the assignment of grades is a faculty responsibility. It is recognized that students have the right to appeal a final grade and the Physical Therapy Program has a responsibility to respond to such an appeal in a judicious and timely manner.

Criteria for Appealing a Grade

A student may appeal a final course grade on the grounds that the methods or criteria for evaluating academic or clinical performance, as stated in the syllabus or clinical manual, were not applied in determining the final grade.

Procedures

Any student wishing to appeal a grade must initiate the process within 30 days of receiving the disputed grade. Students are encouraged to discuss the appeal informally with the Course Coordinator before submitting a formal appeal.

In the event that a student wishes to initiate a formal appeal, an appeal letter should be sent to the Course Coordinator and the Director of the Physical Therapy Program, stating the reason(s) for the appeal and specifying the requested change.

The Course Coordinator and a member of the SPC will meet with the student to discuss the appeal within 15 business days of receipt of the appeals letter. Before the meeting, the student should provide the Course Coordinator with copies of all materials pertinent to the appeal, such as the course syllabus, papers, tests, write-ups, etc.

If, after the meeting, the student and consulting faculty responsible for assigning the grade determine a change of grade is warranted, then the Course Coordinator will change the grade. If the Course Coordinator determines that a change of grade is not warranted, s/he must notify the student within 5 business days. The student may then appeal the decision of the Course Coordinator to the Director of the Physical Therapy Program. The Director may meet with the student and Course Coordinator before making the ruling. The decision of the Director of the Physical Therapy Program is final.

Course Registration

All students are registered for courses each semester by the Registrar under the direction of the Physical Therapy Program. The Program provides details regarding course registration. All students must complete the required courses each semester to advance to the next semester.

Professionalism and Academic Honor Conduct Code

Relationship of Honor and Conduct Code to Local, State, and Federal Laws

The University adheres to all appropriate local, state, and federal laws, and cooperates with law officials in all matters. Any alleged violation of local, state, or federal laws will be referred to the appropriate law enforcement agency and such laws have precedence over the provisions of this policy. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. The University takes action to increase ethnic, cultural, and gender diversity, to employ qualified individuals with disability and to provide equal opportunity to all students and employees. The CU Physical Therapy Program upholds an Equal Opportunity Practice. If any student or employee of the University has concerns about discrimination or to report discrimination, they are encouraged to utilize the resources provided to ensure due process, as is described in the Nondiscrimination Procedures of the University.

Professionalism

Professional behavior is required of CU Physical Therapy students throughout the physical therapy curriculum. Professionalism is guided by and assessed through the [APTA Core Values and Professional Behaviors of the 21st Century](#). The expectation for professional behavior increases as the physical therapy student progresses through the curriculum and as s/he/they moves into his/her/their final clinical education experiences and assumes responsibility for patient care. Students are expected to attain entry-level professional behaviors at the time of graduation as described in the [Professional Behaviors of the 21st Century](#).

As future health professionals, students should adhere to the highest standards of professionalism. In addition to the PT Program policies and procedures, the School of Medicine and the Anschutz Medical Campus have additional expectations for professionalism. See [Drug and Alcohol Policy](#) and [PT Program Procedures for Ensuring A Safe Environment](#) below.

Professional behavior may be considered when grades are assigned by Course Coordinators in all program courses, although students may be held accountable (including probation or dismissal) for lapses in professional behavior, even if such unprofessional behavior did not affect the student's grade.

Academic Honor Conduct Code

Education at the University of Colorado is conducted under the honor system. All students who have entered health professional programs are expected to demonstrate the qualities of honesty and integrity, and each student should apply these principles to his/her academic, clinical and subsequent professional career. The Physical Therapy Program expects all physical therapy students to conduct themselves according to the Academic Honor Conduct Code.

The Honor Code is both a philosophy and a standard that requires physical therapy

students and their peers to hold each other accountable for their actions. Its aims are to instill and to maintain the highest standards of academic and behavioral integrity amongst physical therapy students. Four modules related to academic integrity must be completed by all matriculated students. These modules include: 1) Plagiarism, 2) Cheating, 3) Other forms of academic dishonesty, and 4) Academic Integrity.

A copy of the Honor Code is signed by each physical therapy student at his/her matriculation as an indication of acceptance and understanding of his/her responsibilities. In addition to complying with the Honor Code, physical therapy students are expected not to share instructional materials provided to them by the Physical Therapy Program outside of the Program or between class cohorts without the specific permission of the instructor. These materials include, but are not limited to lab recordings, content posted on Canvas such as lectures, recordings of Standardized Patient encounters, case studies, etc. The Honor Code can be referenced at the back of the Student Handbook.

If a student is suspected of an Honor Code violation, the first and most important step is for the observer to meet face to face with the suspected student. This gives the student an opportunity to explain his/her behavior. If the explanation is adequate to support that there was no violation of the Honor Code, no other action needs to take place and the matter is concluded. If the explanation is not satisfactory, then letting the student know that a report will be made to the Class Honor Code Student Representative and/or the Student Promotions Committee (SPC) is in order. The meeting should be performed as soon as possible and the SPC should be notified soon thereafter (no later than two weeks). The process of meeting face to face with a student on difficult and sensitive matters requires a skillful approach, a skill that is not typically comfortable or proficient. Therefore, a student reporting academic dishonesty may intentionally choose to confer with a physical therapy faculty member or other identified mentor within the University system, in order to explore a dialogue that reflects thoughtfulness, fairness and represents the core values of our profession.

Policy Regarding Assignments and Assessments

Faculty use a variety of learning assessment formats including quizzes, for course assignments ranging from situations in which students work entirely on their own to situations in which students work collaboratively in pairs or in small groups, with a range of options in between. Students operate under the Academic Honor Conduct Code in all courses and for all assignments. Students should carefully review course expectations regarding each specific assignment/assessment and the work requirements.

The following guidelines help to clarify expectations related to assignments and assessments:

1. "work entirely on your own":
The student completes the assignment without consultation or discussion with any classmates. The student may be permitted to refer to texts or other resources as directed by the Course Coordinator(s).
2. "collaborate with colleagues but complete the product independently": Students may work in pairs or groups while gathering and processing information, but each student must complete the actual assignment independently, in their own words.
3. "work in groups (of 2 or more students) and turn in a single product":
Students work collaboratively together on the entire project and each assigned group must turn in a single, unique product (paper) or participate in a single presentation. Each

student in the small group receives the same grade.

Students are responsible for paying close attention to the guidelines given by the Course Coordinator(s). In the event of uncertainty, students should err on the side of working independently and ask for clarification.

Policies Regarding Absences

Students are expected to attend all classes (including clinical education). All course assessments and sessions indicated as mandatory on the class schedule are required. Assessments are given only at the scheduled time and any changes that may be considered must adhere to the Policy Regarding Requests to Change Course Examination Time or Assessment from a Mandatory Class (below).

Policy Regarding Missing Classes

Failure to attend mandatory class sessions without seeking approval through the Student Absences Committee (see below) will be considered a violation of professionalism and may have grading consequences for the course in which the session was missed.

Policy Regarding Requests to Change Examination Time or Absence from a Mandatory Class

Committee for Student Absence

The Committee for Student Absence addresses requests for missing or modifying the date/time of assessments or missing mandatory class sessions. See the procedure outlined in below for details. The Committee for Student Absence is comprised of selected faculty members, including a committee chair and a representative from the Clinical Education team plus additional faculty. The Committee meets on an as-needed basis to process student requests. The Committee for Student Absence will typically respond to the student requests within two weeks of receipt of the request (see [Appendices](#) for form). Requests should be submitted at least 4 weeks in advance of the anticipated absence.

Anticipated Life Events

Professional Opportunities

It is recognized that unique professional opportunities (e.g., presentation at a national conference) arise for which students may request an excused absence. Exceptions to this policy for professional opportunities will be considered and may be granted according to the procedure below.

Personal Events

It is recognized that in rare circumstances, personal events (e.g., weddings, family reunions) may arise for which students may request an excused absence. Exceptions to this policy for personal events will be considered and may be granted according to the procedure below.

Jury Duty

If a student is called upon to serve as a juror, it is the student's responsibility to make reasoned decisions regarding whether the timing of the jury duty and any conflicts with academic or professional obligations (clinical education experiences, exams, comps, etc.). If a conflict exists, then it is the student's responsibility to first request a change of date through the court. The student must be conscientious in requesting alternate dates to ensure that the new dates are not academically/professionally conflicting. The student is responsible to communicate with the Course Coordinator of each class that will be missed and plan to make up missed assignments, according to the policies below.

Unanticipated Life Events

It is recognized that unanticipated life events of an emergent nature do occur. In the event of unavoidable and personal or serious family issues (e.g., accidents, family illness or death) the student should contact both the Director of Student Affairs and the Course Coordinator(s). If the student is unable to reach either person, the student should leave them a voice message and email. As appropriate, the Director of Student Affairs will notify the faculty that the student will be absent over a certain time period and provide the reason for absence if the student has granted consent to share this information. Upon the student's return, arrangements will be made to make up missed time and content. Students who incur a serious injury or hospitalization that limits their ability to participate in curricular activities should provide written communication from a treating physician or other healthcare provider detailing restrictions and notification of clearance prior to returning to class/laboratory activity or clinical education experience.

Procedure for Requesting an Absence from Mandatory Class or Assessment:

1. Student shall complete and email the Request for Absences due to Personal Circumstances or Professional Opportunities form (***NOT the student Leave of Absence form***) and submit it to The Student Absences Committee Chair ***in advance of making any plans*** (e.g., purchasing plane tickets). It is highly recommended that the student completes a form immediately upon determining that he/she may miss a scheduled mandatory event (including assessments). In addition, it is recommended that the student attach a professionally written letter of rationale to the short form. Students are asked to submit their request well in advance of the event, about 4 weeks in advance, for the committee to meet and complete the process.
2. To come to an informed decision, the Committee will review the request, consult with the Course Coordinator and may decide to meet with the student.
3. A decision will be made by the Committee and the student will be notified of the decision, which is final.

If the decision of the Committee is not followed, the student will be referred to the Student Promotions Committee to address a professionalism violation.

Clinical Education

Clinical Education Course Absences

Attendance in clinical education (CE) falls under mandatory coursework and is an essential part of the DPT curriculum. Students should plan to be in attendance on all required days and recognize that making up time in clinic can be challenging for several reasons including time-constraints in the curriculum, burden on the site and clinical instructor (CI), and variable clinic schedules. **Please consult the Clinical Education Handbook and any policies created by the Clinical Education Faculty regarding attendance requirements, absence requests, and make-up policies.**

Committee for Student Absences

The Committee for Student Absences will address requests for absence from a clinical education experience. The Committee for Student Absence is comprised of three faculty members including a committee chair and meets on an as-needed basis to process student requests. The Committee for Student Absence will typically respond to the student requests within two weeks of receipt of the request (see below).

Anticipated Life Events

Professional Opportunities

Opportunities for professional development may arise while you are in clinic. While the Program supports exposure to professional development opportunities, these events should not distract from clinic learning experiences. Exceptions to this policy for professional opportunities may be granted according to the procedure below. If approved, students will be expected to make up any time missed for professional development. Students are welcome to attend any professional development activities that occur outside of their normal clinic hours.

Personal Events

The Program understands that important personal and milestone family events may occur during clinical education rotations. Attendance during clinical education is considered mandatory but we recognize that in rare circumstances students may request an exception to this policy. Exceptions to this policy for professional opportunities may be granted according to the procedure below. Students should not assume that requests for personal time off will be approved, so please do not make any formal plans (e.g. purchase plane tickets) until time off has been formally approved. If approved, students will be expected to make up this time.

Unanticipated Life Events

It is recognized that unanticipated life events of an emergent nature do occur. In the event of unavoidable and personal or serious family issues (e.g., family illness or death) during clinical education, the student should contact their Clinical Instructor and Clinical Education Faculty Advisor. If the student is unable to reach these individuals, the student should leave them a voice message and an email message. As appropriate—Director of Clinical Education will notify the faculty that the student will be absent over a certain time period. With consent from the student, the Director of Clinical Education will inform the faculty of the reason for absence. Upon the student's return, arrangements will be made to assist the student to make up missed time and content. Students who incur a serious

injury or hospitalization that limits his/her ability to participate in curricular activities should provide written communication from a physician detailing restrictions and notification of clearance prior to returning to the clinical education site.

Procedure

Do NOT contact your CI with requests for time off and do NOT make travel or activity arrangements until all steps below are completed. Any absence request that is approved is provisional, pending student performance during the clinical experience.

1. Student will complete the “Request for Absences due to Personal Circumstances or Professional Opportunities (Clinical Education)” form and submit to the Student Absences Committee Chair ***in advance of making any plans*** (e.g. purchasing plane tickets). It is highly recommended that the student completes the form immediately upon determining that they may miss clinic time. Students are asked to submit a request a minimum of 6 weeks in advance of an event in order for the committee to meet and complete the process.
2. The Chair will respond to the student’s request acknowledging that the request has been received and is being reviewed.
3. In order to come to an informed decision, the Student Absences Committee will review the request and consult with the Clinical Education faculty advisor. If the Student Absences Committee and the CE faculty advisor agree that the time off request meets the criteria outlined in “Time in Clinic/Attendance Policy”, the approval process will proceed to the following step.
4. The CE faculty advisor will communicate directly with the CI and/or SCCE to discuss the absence request and to confirm that time off can be approved and/or required time can be made-up. The CE faculty advisor, CI/SCCE, and student will develop a plan regarding make-up time as needed. **Please remember, any absence request that is approved is provisional, pending student performance during the clinical experience.** Students should understand that plans may need to be modified or canceled if the CI/SCCE and CE faculty advisor feels that missed clinic time will impact successful completion of the clinical experience.
5. The Student Absences Committee will come to a decision, which is final. The decision will be communicated to the student via electronic or written communication.

If a denial decision from the Student Absences Committee is not followed, the student will be referred to the Student Promotions Committee.

Process of Tracking Academic, Professional, and Clinical Behavior and Process of Disciplinary Action

A Student Tracking System is used to observe behavior trends per student throughout their time in the PT Program. Academic, professional, and clinical behavior, achievements and/or concerns are submitted by faculty to a confidential document and may be discussed by faculty with the SPC. When necessary, discussion may occur during the bi-monthly faculty meetings.

Academic, Clinical, and Professional Issues

When students have an academic, clinical, or professional issue, the issue is first attempted to be resolved informally between the faculty member and the student. If the issue cannot be resolved informally, the issue is then brought to the course coordinator and/or faculty advisor. If not resolved, the issue may be brought to the Student Promotions Committee (SPC). The SPC will review and evaluate the issue and make a recommendation for action to the faculty. If the issue requires more extensive remediation or other disciplinary action, the SPC will develop a plan and share it with the Program Director. Recommendations may include referral for resources, remediation, probation, or dismissal from the program.

Probation

Probation may be imposed for unsatisfactory progress in academic or clinical education, or lapses in professional behavior. At the end of each semester, a degree audit (review of all grades and a calculated GPA) is conducted for each student in the PT Program. This audit occurs within two weeks after the submission of grades. Any student who does not pass a course or meet minimum GPA requirements will be referred to and meet with to the SPC and informed of their probationary status in formal communication from the Chair of the SPC no later than the end of the first week of the subsequent semester or within three weeks of the end of the semester. A copy of the letter will be placed in the student's file and submitted to the Program Director and the student's faculty advisor.

Students on probation must achieve a semester GPA of 3.0 or greater in subsequent semesters and demonstrate a positive trajectory towards improvement of their cumulative GPA if it is below 3.0. Students must reach a cumulative 3.0 GPA by the end of the second of two semesters on probation. At this point the student will come off probation and continue in good academic standing. Failure to achieve a semester GPA of 3.0 or greater and demonstrate this trajectory of improvement to reach the minimum cumulative GPA of 3.0 after two semesters will result in dismissal. Probationary status is only allowed one time during progression through the program. Probationary status is considered when determining whether a student may proceed to clinical education. Students may not progress to the terminal clinical experience if on probation.

Students on probation are subject to immediate dismissal if they incur additional academic, clinical, or professionalism deficiencies while on probation.

Remedial Action

Remediation will be used for insufficient performance or progress related to academic

courses (knowledge, procedural skills, and clinical reasoning), CAPE assessments, clinical education and lapses in professionalism. The specific remediation plans will be developed by faculty, in coordination with the SPC, to address the area in need of attention. The remediation will be required and must be successfully completed before the student can proceed to retake an assessment, a clinical education experience, or progress further in the curriculum.

A student who does not successfully complete remediation or does not meet the conditions of his/her probation may be subject to dismissal from the Program. **If additional costs are required for the student to complete the remediation process, the student will be responsible for the additional fees.**

Withdrawal from the Program/University

A student may withdraw from the Physical Therapy Program at any time. A student who decides to withdraw from the Program must report this decision to the Director of Student Affairs or the PT Program Director. A meeting will be arranged to ensure that the student is satisfactorily informed and is making the decision to withdraw with adequate information. A student who withdraws from the Program must complete the withdrawal form and have the form signed by all appropriate University offices and the Program Director.

Failure to withdraw without completing the appropriate forms and processes may result in unresolved financial aid or account issues, failing grades on the transcript, or the inability to earn a degree from the University in the future.

A student's academic or clinical status at the time of withdrawal will be determined by the Student Promotions Committee and the Program Director. Withdrawal will be characterized as "withdrawal in good standing" (GPA of 3.0 or above, no unsatisfactory grades, and no professional behavior deficiencies) or "withdrawal not in good standing" (GPA below 3.0, unsatisfactory grades, or professional behavior deficiencies).

Dismissal from the Program

A student may be dismissed from the Program for poor performance in meeting academic or clinical education requirements, or for lapses in professional behavior. This includes failure to meet the requirements of probation. Specific details related to academic, clinical and professional expectations have been described in earlier sections of this Handbook. In the event of a pending program dismissal, the student will be notified as soon as possible. The Program Director receives the recommendation from the SPC and makes the final decision. The student may appeal this decision to the Senior Associate Dean for Education in the School of Medicine (see process of appeal below).

Appeal Process

The first step in the appeal process is for the student to notify the Chair of the SPC in writing of their desire to appeal and the reason for the appeal. The Chair of the SPC will initiate contact with the Senior Associate Dean for Education in the School of Medicine to begin the process. The student will be offered the assistance of a Student Advocate from the School of Medicine (MD Program) to assist with the appeal. Appeals will progress in a timely manner without undue delay from the Program or the student.

After notifying the Chair of the SPC, the student must file an official appeal in writing, addressed to the Senior Associate Dean of Education in the School of Medicine. This written document must be sent by email or delivered to the Office of the Senior Associate Dean of Education in the School of Medicine. The appeal letter must include all supporting facts and arguments and must be submitted no later than seven (7) calendar days after the notification of dismissal from the PT Program has been delivered verbally or in writing to the student. The appeal letter must include the following:

1. It must cite the basis of the appeal; and
2. provide sufficient and detailed information to support the student's reason for an appeal.

Failure to meet either of these conditions shall be sufficient cause to deny an appeal, in which case the original dismissal letter from the Physical Therapy Program Director shall be final. The Senior Associate Dean of Education shall make the determination as to whether both conditions have been met.

If an appeals process continues, new evidence may not be presented during the appeals process unless the student can prove the evidence was unavailable during the period in question. The Senior Associate Dean of Education shall determine whether the student may submit new evidence on that basis.

The Senior Associate Dean of Education may request a meeting with the Physical Therapy Program Student Promotions Committee collectively or individually for any reason and may request any additional information related to the student's academic, clinical or professional performance throughout the program.

Grounds for an appeal include the potential that the decision of the Program Director is not supported by substantial evidence; or the actions taken by the Program Director are not consistent with the nature of the violation or lapse in performance based on the circumstances surrounding the event and the prior record of the student.

Burden of Proof

During the appeals process: the burden of proof rests with the student. The student must demonstrate by a preponderance of the evidence that his/her dismissal was incorrect or unsubstantiated by evidence of failure to meet the academic, clinical, or professional standards of the Program or violation of any of the academic or professional rules of the Program.

The decision of the Senior Associate Dean in response to the appeal is final. In the event the appeal is not granted, the student will follow the process to withdrawal from the University as outlined above.

Leave of Absence

Continuous registration is a requirement for active status in the PT Program. A student leave of absence (LOA) is a period of non-enrollment during which the student is not formally working toward the DPT degree. Students in good standing who have extenuating personal or life circumstances that are interfering with their learning may request to take a leave of absence for this purpose with the intention of returning to the

PT Program after the LOA. A LOA is granted for up to one academic year. Due to the nature and design of the PT Program curriculum, LOAs for shorter than a year are typically not possible and are unlikely to be considered. The University of Colorado Anschutz Medical Campus Policy on LOA will be followed for a student LOA that is related to physical or mental health.

When a LOA is necessitated by physical or mental health needs, the student is responsible to:

1. Contact the Student Outreach and Support Office case management team and work the case manager to complete a required Leave of Absence Request Form, provide any additional reports, forms or other information as required. Students must submit the LOA Request form to the Program Director or designee.
2. Remain in communication with the SPC, their faculty advisor, and/or the Program Director according to the Leave of Absence approval letter from the PT Program.
3. Complete all requirements set forth by the Anschutz Medical Campus Policy on LOA before return to campus and to the PT program.

When a LOA is necessitated for reasons other than physical or mental health needs (e.g. personal, financial, military, etc) the student is responsible to:

1. Contact the Student Promotions committee to complete a required Leave of Absence Request Form, provide any additional reports, forms or other information as required. Students must submit the LOA Request form to the Program Director or designee.
2. Remain in communication with the SPC, their faculty advisor, and/or the Program Director according to the Leave of Absence approval letter from the PT Program.
3. Complete all requirements set forth by the PT Program as stipulated in LOA approval letter from the PT Program before return to campus.

To re-enter the program following a LOA, students are required to summarize in writing and/or discuss in the form of a meeting with the SPC, what they have done during their time away to prepare for re-entry into the Program as well as how they have addressed any required elements as outlined in their LOA approval letter. An assessment of readiness to return will be made by the SPC. This could include assessment of didactic knowledge, clinical skill, and professional development related to the professional behaviors, and proof that other health related, or personal issues have been adequately addressed. The SPC will make a recommendation to the Program Director who will make the decision about re-entry to the program. Students returning from a medical leave of absence, as managed by their case manager, will have their return to the program managed and approved by their case manager withing the Student Outreach and Support Office. As a part of re-entry, a student will be required to attest, in writing, their ability to meet the Technical Standards. The Technical Standards for Admission, Promotion and Graduation apply to all students throughout the program and upon re-entry after a leave of absence. If the student is unable to meet the Technical Standards at any time while enrolled in the program, it is the responsibility of the student to inform the program within five days. This is for the safety of the student and those with whom the students may interact.

A LOA may be extended for up to one additional academic year, on a case-to-case basis after review by the Program Director. The student is responsible to apply for the extension using the same request form and process. If an extended LOA is approved, the entire LOA will be limited to a maximum of two academic years. A student has five years from the time of initial matriculation to complete the program. If a student has not met requirements within this time period, the student will be withdrawn from the program.

An approved LOA request will interrupt and delay the student's progression in the Program for one or more years. Revisions to the curriculum are not common but may occur on a case-by-case basis as recommended by the SPC and based on the approval from Course Coordinators and the Program Director. Revisions to the curriculum may impact course requirements and progression. Upon the student's return, additional courses/credits may be necessary to meet current curricular requirements. Additionally, financial aid and scholarships may be impacted by a LOA depending on the student's circumstances. The student will work with the Office of Financial Aid to determine the impact of LOA on their personal situation.

Risk Management

Disclosure of Student Activity Limitations

Physical Therapy is an intellectually, physically, and psychologically demanding profession. Those abilities that physical therapists must possess to practice safely are reflected in the technical standards document. Students must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements. Accommodations for disability may apply if known or disclosed. Additionally, Physical Therapy education and practice requires activities that can expose a student to risk of physical injury if the student's joints, ligaments, tendons, or other tissues contain weaknesses, known or unknown, or previous injuries.

Throughout their enrollment in the Program, students are expected to know their own existing physical limitations, or obtain an appropriate physical screening examination, and to withhold themselves from participation in any activity that they feel might aggravate the condition or exceed physical abilities or accept any and all risk of participating in the activity. Any general liability incidents (on campus "non-medical treatment" injuries such as slip and falls) should be reported to the [University Risk Management Website](#). If students practice outside of class time, neither students nor participants would qualify for university workers' comp, nor is there any accidental medical payment coverage that applies.

Student Responsibilities

Students are responsible for notifying instructors about any physical or other conditions that limit their ability to participate in any curricular activity. Students with such conditions should either withhold themselves from participating in any curricular activity that they feel might aggravate the condition or exceed their physical abilities or assume full responsibility for their participation. Students with limiting conditions who choose to let an instructor use them to illustrate a condition or demonstrate an intervention technique assume full responsibility for their participation.

Immunization Requirement

Pursuant to [University Policy](#), all students enrolled in clinic-based health care training programs must submit evidence of immunization prior to placement in a clinical setting. Failure to submit evidence of required immunizations may result in the inability to place the student in a clinical setting, delay in progression, or inability to progress. Students are also required to be fully vaccinated for COVID-19 BEFORE their start date and must provide evidence as such. Please refer to the [CU Anschutz COVID vaccine webpage](#) for additional details.

Injury During Class Time

A student who is injured in a class will notify the instructor immediately during or following the incident, and a report will be completed and filed. Report forms can be found online at the [University Risk Management Website](#). See the link, “File a Claim.”

Note: A basic first aid kit and an AED (defibrillator) are located on the pillar in the PT Program Lab ED1-3300.

Policy on Disclosure of Personally Identifiable Information in an Emergency Situation

In accordance with the [Family Educational Rights and Privacy Act \(FERPA\)](#) and implementing regulations, the Physical Therapy Program will assess whether or not a given situation is truly an emergency and if it is necessary to the health and safety of the student to disclose information contained in his/her record.

Section 99.36 of the FERPA regulations reads: “An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.” General policy guidelines and additional information may be viewed at the [US Department of Education FERPA resource page](#).

Student Advocacy

The Ombuds Office is available to listen to complaints, problems, or concerns. The Ombuds can help a student evaluate options and may offer referral to other appropriate resources for assistance. The Ombuds Office is located in Room 7005C in Building 500 of the School of Medicine and can be reached by phone at (303) 724-2950. The Ombuds Office maintains a policy of strict confidentiality and does not keep written records. The only time an exception may be made to this policy is when the Ombuds Office believes that there is an “imminent threat of serious harm.”

The University is committed to maintaining a positive learning, working and living environment. The University will not tolerate acts of sexual harassment, Protected Class discrimination or harassment, or related retaliation against or by any student, faculty, or administration. Individuals who violate the University Policy on Discrimination and Harassment, the University of Colorado Sexual Harassment Policy, the University of Colorado Conflict of Interest in Cases of Amorous Relationships Policy, may be disciplined or subjected to corrective action, up to and including termination, suspension or expulsion.

Sexual Harassment

As a place of work and study, the University must be free of inappropriate and unwanted conduct and communication of a sexual nature, of sexual harassment, and of all forms of sexual intimidation and exploitation. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, living conditions and/or academic evaluation; when submission to or rejection of such conduct by an individual is used as the basis of employment or academic decisions affecting such individual; or when such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

The [CU Sexual Harassment Policy](#) that governs grievances related to sexual harassment is available at for review. The University of Colorado Denver and Anschutz Medical Campus has adopted firm policies against sexual misconduct and discrimination. If you feel you have been the subject of sexual misconduct or discrimination, or you have witnessed/become aware of incidents of sexual misconduct or discrimination, please make a report to the Office of Equity. Reports can be made by phone (303-315-2567), via email (equity@ucdenver.edu), or on the Office's webpage found here: <https://equity.ucdenver.edu/>.

Any concern regarding faculty-student interactions should be addressed through accessing resources on the [Student Advocacy, Grievance, and Empowerment](#) webpage which includes policies and resources to assist students in reporting threatening or harmful behavior, or filing grievances or appeals. Complaints are usually the result of behavior that the student feels is unjust, inequitable, or creates an unnecessary hardship.

II. General Information and Resources

Communication

The Physical Therapy Program uses several different methods of sharing information with students, depending on what is most appropriate to the circumstances. Students are responsible for developing and maintaining the professional habit of checking daily for information and announcements that may be posted via e-mail, on their class website, placed in student mailboxes, posted to Canvas, or by other means. It is expected that students will take responsibility for staying up to date on information made available to them.

Student Contact Information

Students are responsible to keep their contact information (address and phone numbers, including emergency contact information) up to date with the university system. It is recommended to update information at the beginning of each semester and more frequently as needed.

To update the university system, go to the [Student Portal](#). To access, click on the CU Denver Anschutz. Enter SSO login information to access. Click on the Student Center. In the window that opens, scroll toward the bottom and click on the links in the Personal Information to update information.

E-mail

The University of Colorado provides an e-mail account for each student at no cost. E-mail addresses are typically set up as firstname.lastname@CUAnschutz.edu. The CU e-mail account is set up automatically by the University as each student matriculates. Students receive an introduction to e-mail prior to orientation. Any computer with a web browser and internet access may access this account by navigating to <https://outlook.office.com/mail/>.

E-mail communication to students from faculty and staff will be sent to the student's CUAnschutz.edu e-mail address. Students are responsible for checking their university e-mail daily. Students have the responsibility to become comfortable using these systems. If problems arise when using e-mail, students should contact the student e-mail help desk at (303) 724-2171 or refer to the [Office of Information Technology Email User's Page](#). Proper e-mail etiquette should be used for all communication.

Learning Management System (Canvas)

Canvas is the learning management system used by the University of Colorado for online posting of courses and supplemental course materials. An introduction in the Canvas Learning Management System is provided to students prior to orientation. Faculty will use both e-mail and Canvas to post course materials as adjuncts to on-ground classes and to provide updates. To access Canvas use Google Chrome or Mozilla Firefox to login: <https://passport.ucdenver.edu/login.php>. Single sign-on (SSO) is used to access all campus resources.

If assistance is needed in accessing or utilizing Canvas, the student should contact the Canvas HELP desk Monday-Friday from 7am-7pm at (303) 724-4357 cuonline@ucdenver.edu. If they are unable to resolve the problem, or if the student needs an exam reset, he/she should contact the Program Technology liaison.

Technology

Although students are not required to purchase a computer during their enrollment in the Program, purchasing a computer is strongly recommended as daily announcements are distributed via email and Canvas, and many assignments require computer access.

Free wireless Internet access is available across the entire AMC campus. The names of the wireless networks are CU ANSCHUTZ GUEST or CU ANSCHUTZ. CU Anschutz Guest is a lower-security network that does not require credentials to log into. CU Anschutz is a higher-security network that only students, faculty, and staff have access to. To connect, select the CU Anschutz network and, when prompted, enter your SSO credentials.

Students should not store their documents on the hard drives of any university-owned computers. Assignments or other files left on these computers are deleted on a periodic basis. It is the student's responsibility to save assignments, data, and documents on their own storage device or cloud source.

University employees and students are responsible for understanding and adhering to copyright law in creating scholarly and artistic works. Individuals who violate copyright law may be personally liable for such violations. For more information about securing copyright protection and avoiding copyright violations, see the resources available at: the [Strauss Library Website](#) and the CU PT Program Handbook.

Fire Response and Emergency Procedures for the Anschutz Medical Campus

The campus fire alarm system has an audible and visible notification (horns and strobes,) as well as a public address system. Students should familiarize themselves with alarm pull-stations, extinguisher locations and exits in all buildings they are routinely in. All students **must** evacuate the building when a fire alarm is sounded.

The Fire Plan for AMC includes mandatory evacuation, following the **A-RACE** actions as follows: (A building evacuation plan is posted in the lobby area in each building.)

- **Activate:** Pull the nearest fire alarm pull-box.
- **Rescue:** Assist any injured or disabled persons out of the area, if safe. Do not put anyone, including oneself, in danger.
- **Alert:** Notify others in the immediate area. From a safe location, call **911**. Give the exact location of the fire (campus, building and room number), what is burning, and your name.
- **Contain:** Close doors as you exit the fire area.
- **Evacuate:** Follow the EXIT signs to the shortest or safest route to safety. **DO NOT USE THE ELEVATORS!** Reassemble in a safe area with other students and

coworkers to do a head count.

Use of Fire Extinguishers – Fighting fires is always a difficult decision. Extinguishers are intended to be used immediately, before the fire becomes larger. **EVEN SMALL FIRES ARE DANGEROUS!** Prior to fighting a fire, students must understand the use and limitations of the equipment. Fight small fires with the proper extinguisher only if you are trained to do so and you have an escape path. Consider whether it is a better choice to follow the above procedures.

The CU Anschutz Police Department utilizes the SafeZone app to ensure your safety and provide security while on the CU Anschutz Medical Campus. To safeguard the quickest response time to your emergent location, download the app on your mobile device. Please visit the [CU Anschutz SafeZone webpage](#) for additional information on the app and download instructions.

The University of Colorado also offers an Emergency Notification System through an app, to alert you of any campus-wide threats, snow closures or other urgent information. You are strongly encouraged to subscribe to this free service, which can provide text message alerts to your cell phone or other options. Contact information for the Campus Emergency Notification System:

University Police: <https://www.cuanschutz.edu/police/>

How to respond to a campus emergency: <https://www.cuanschutz.edu/police/alerts>

To receive emergency alerts: <https://www.cuanschutz.edu/police/alerts/emergency-alert>

Email: Emer@cuanschutz.edu

Phone (303) 724-4444

Many of the rooms in Education I and II buildings have security features that include reinforced caulking and protective film on door windows, a panic button, that when pushed, and an emergency trauma kit. Step-by-step instructional signs are near the panic buttons for quick reference.

When the panic button is pressed, the following events will occur:

1. University Police are notified immediately;
2. Blue strobe will activate inside of all rooms equipped with strobe;
3. Blue strobe will activate outside (in hallway) of the room where the button was pushed;
4. Doors will lock on all rooms equipped with security project door locks in the building; and,
5. Occupants of the room may leave the room, however, only University Police will have access to enter the room.

Anyone with specific details regarding the incident should contact University police immediately by calling (303) 724-4444. Occupants should access the emergency trauma kit for severe bleeding control, if necessary.

Reminders:

- Only push the panic button if there is an imminent threat.

- Only open the emergency trauma kit if there is a serious injury that needs to be treated.
- Only call (303) 724-4444 IF you have information related to the imminent threat.
- The film on the door windows is intended to block the view of a threat outside of the room. Do not remove or damage security film on windows.
- Do not prop doors. Propped doors defeat the enhanced security system.

Process for Filing a Complaint

If a situation should arise wherein a student believes that the CU PT Program is incompliant with the CAPTE accrediting guidelines, students are requested to bring the concern to the attention of the Program Director. If the concern is not satisfactorily addressed, the student may contact the Commission on Accreditation in Physical Therapy Education (CAPTE) at <http://www.capteonline.org/Complaints/>.

Course, Curricular, Lab and Facilities Related Items

Tuition and Fees

All Physical Therapy students are responsible to pay for all tuition and student fees imposed by the University of Colorado Anschutz Medical Campus for courses in which students are enrolled. Occasionally there may be an outstanding student balance with an entity within the university (i.e., tuition, books). The system will automatically block a student from registration if his/her tuition and fees are unpaid. A financial hold may be placed upon a student that would prohibit him/her from continuing education, whether it would be for registration or graduation, until payment is made.

Lab Groups

Students are assigned to specific lab groups with the main purposes of (1) designating equal numbers of students in lab spaces and for optimal instructor: student ratios and (2) allowing students to have a broader experience. Each semester lab groups are reassigned for reasons of space, equipment, faculty instruction, and attention. Therefore, permission is required for any lab group changes. If there are circumstances that necessitate a student to change lab groups for a single day, the student must receive permission to do so from the individual Course Coordinator. If there are circumstances which necessitate that a student change lab groups for the entire semester, the student must discuss this change with, and receive permission from, the Administrative Staff Member who created the lab groups for the requested semester. PT Program faculty members are not required to facilitate lab group changes or to require one student to change lab groups for the benefit of another. Students are offered the opportunity to submit carpool requests and an attempt will be made to honor them, but this may not always be possible.

Syllabi, Course Packets, Books, Journals

Course syllabi and course packets may be available on Canvas and/or purchased at the discretion of each Course Coordinator. Books may be purchased at the campus bookstore or through online vendors. Students are responsible to retain their syllabi and curriculum information for post-graduate education verifications.

Use of Facilities and Equipment

Whenever facilities and/or equipment are used, it is the responsibility of the user to restore them to a quality as good as they were found. Users are expected to be respectful of previously scheduled events and the needs of others, realizing that these are shared resources.

Identification Badges, Building and Parking Access

Identification Badges are issued during orientation and should be worn at all times when on campus. Students must have an ID badge to access the PT Program Labs, and buildings on campus. If students choose to pay for parking, ID badges control access to the campus parking lots with restricted access. ID badges must be returned when the student withdraws or graduates. The Security Badging Office will replace lost badges or those deemed defective. Replacement fees are subject to change; contact the ID Access Office at (303) 724-0399 for more information.

PT Program Labs Access and Use

Students may use the PT Program labs for study and practice during the week when classes are not taking place, after hours or during weekends with ID badge access. Audio/visual equipment is not to be used after hours or during weekends, unless authorized by the Program Technology liaison. All PT lab equipment, supplies, and materials are for the exclusive use of current students as part of their physical therapy educational curriculum. Therefore, all school equipment and materials, including but not limited to anatomical models, stethoscopes, BP cuffs, goniometers, stopwatches, and wheelchairs, are for educational purposes only and should be left available for all students.

PT Lab doors must be closed and remain locked for security purposes. Doors to the hallway cannot be propped open for more than 90 seconds or Campus Security is called. If Campus Security is called to respond to an unlocked door, students who last accessed the lab through the open door will be responsible for paying the fees charged to the Program for a breach of security.

Courtesy clean-up

All students: take responsibility for the following after each class in the ED1-3rd floor labs and/or following practice or lab activities:

- Place all dirty linen into red or blue hanging linen bags.
- Throw out any garbage (drinks, paper, etc).
- Place chairs and plinths in standard configuration (displayed on screen and posted in labs).
- Return equipment or supplies to cabinets/ correct storage location
- Plug in hi-lo tables and replace outlet covers.
- Wipe table head/ face rests after use with disinfectant. All users should use a sheet or clean with disinfectant after every use and should drape face hole with towel to protect equipment from facial oils.
- Tidy kitchen area in room 3300. Wipe counters, put/throw away items after use.
- Close windows.

Students should complete courtesy cleanup after each time they use labs on their own (e.g.: when practicing skills outside of class time or practice labs, evenings and weekends) as well as after each scheduled lab session.

Information for Locker Use

Lockers are available for use during the semester; select one in the Education Building 1, Education Building 2 North or Education Building 2 South. Email information including name, school of enrollment, locker number, building in which the locker is located, e-mail address, and phone number to: ess.amcstudentlockers@ucdenver.edu. Locks are not provided. Educational Support Services will conduct random checks of lockers to determine if lockers are being used that have not been registered. If one fails to register their lock with ESS, the lock may be removed, and contents disposed. Lockers must be cleaned out by the end of the spring semester. All locks left on after the semester will be removed and contents disposed. For questions contact the Educational Support Services Department in Education Building 2N, Room L501.

Professional Standards

APTA Membership

In support of physical therapy as a profession, and the Program's desire to promote professional responsibility, all students and faculty are **strongly encouraged** to be members of the [American Physical Therapy Association \(APTA\)](#). Students are also encouraged to seek opportunities for professional growth and attend APTA conferences and meetings held at local, state, and national levels.

Program Dress Code

As a doctoral profession, Doctors of Physical Therapy (DPT) are members of a team interacting with patients and other professionals in many healthcare settings. There are considerations that must be given to ensure that physical therapy constituents are presented in a professional manner both on campus and externally. The following issues/concerns have been addressed in designing this document:

- The physical therapy learning process requires both academic learning and hands on contact with simulated and actual patients.
- The practice of physical therapy requires professional communication and consultation, as well as physical contact with patients.
- The lab setting has its own unique set of clothing requirements for students to learn and practice skills.
- When students enter the clinical setting, they are interacting with a variety of persons of all ages, cultural backgrounds and sensitivities and are representatives of the University of Colorado PT Program.
- Professionalism and professional attire are expected nationwide amongst our colleagues.

Lab Attire: Lab attire must allow exposure of any area of the body necessary for lab activities. Frequently, areas of the body need to be observed even if they are outside the primary focus of the lab. Therefore, all students must come to every lab prepared to appropriately expose any area, with the exception of genitals and breasts, while

continuing to maintain a sense of modesty at all times. Towels and sheets should be used during lab to cover or drape areas of the body that may be at-risk for exposure when demonstrating, practicing, or otherwise carrying out procedures that move or place the extremities in various positions.

It is appropriate, at the student's discretion, to wear covering clothing such as t-shirts, sweatshirts or sweatpants that can easily be removed as needed during the lab session. Class instructors may at times email the class to let them know a particular lab will not require lab attire on a given day. At all other times, lab clothes are mandatory unless cleared by the instructor.

Students have the responsibility to use towels, sheets, or other appropriate draping to maintain proper coverage when working together with other students and instructors in the lab. Students must properly drape themselves and remind fellow students to do the same in order to avoid unnecessary or unforeseen exposure. This is especially important when lower extremities are moved or placed in certain positions during lab activities.

Regular Class Attire: The CU Program is located on an interprofessional academic medical campus. It is not unusual to encounter patients or other professionals in hallways and open areas. Therefore, care should be taken to dress in an appropriate manner for contact with the public when outside of the PT labs.

Clinical Professional Attire:

When entering the clinic, certain standards are raised due to contact with patients/clients and the general public. In addition, dressing professionally automatically commands a higher level of respect from those with whom the physical therapist encounters. The dress expectation is for professional appearance that allows for patient treatment. Exceptions to the professional clinical attire standards, due to specifics of an individual clinic setting, must be cleared by the student with both the clinical instructor and CU PT Program Director of Clinical Education. For instance, in an acute care setting scrubs may be required or worn as the dress code in that facility.

In any facility where a more formal dress code exists, this code will supersede the CU PT Program dress code.

It is the student's responsibility to determine the minimum facility requirements prior to the first day of clinical. Dressing more formally on the first day of clinical until dress code is clarified is suggested.

Guest Speakers:

When guest speakers present lectures, it is respectful to dress in attire similar to professional clinical attire. There are certain dress items that are appropriate for guest speakers, but not for clinicals, such as open toe/heel shoes. The student must use discretion and remember that s/he is representing the PT Program to the guests. Each class instructor is responsible for educating his/her class as to dates to expect guest speakers and appropriate attire.

Professional Meeting Attire (i.e. State or National APTA Meetings):

When attending professional meetings, students represent the profession of physical

therapy and the CU PT Program in particular. Therefore, a minimum of professional clinical attire is required while the participant is a student at the school. Due to the community-wide exposure, it is recommended but not required that a more formal level of dress is worn at these events.

Professional Titles

As a courtesy, on the CU campus, students should use appropriate professional (doctor), academic (professor), or courtesy titles (Mr., Mrs., Ms.) when addressing an individual, unless they have been invited to move to a first name basis.

Within the Physical Therapy Program individual faculty will designate how they prefer to be addressed in lecture or laboratory settings. Use of personal pronouns is at the discretion of each person individually.

Drug and Alcohol Policy

CU complies with the federal Drug Free Schools and Communities Act. The University of Colorado does not allow the unlawful manufacture, dispensation, possession, use, or distribution of a controlled substance (illicit drugs and alcohol) of any kind and of any amount. These prohibitions cover any individual's actions, which are part of University activities, including those occurring while on University property or in the conduct of University business away from the campus

<http://www.ucdenver.edu/about/departments/HR/Documents/Drug%20and%20Alcohol%20Info.pdf>. University funds, including those raised as part of class fundraising efforts, cannot be used for the purchase of alcohol.

The passage in Colorado of Amendment 64 does not change existing University of Colorado campus policies that prohibit the possession, use and distribution of the drug by students, employees and all other visitors on university properties. The use or possession of marijuana is still not allowed on campus, or in the conduct of university business away from campus.

PT Program Policy and Procedure for Drug Screening

University of Colorado School of Medicine Drug Screening Policy

Policy Statement:

The University of Colorado School of Medicine requires that all students submit to a drug screen prior to starting the clinical experiences portion of their program or sooner if designated by the program. A negative drug screen is required for participation in any clinical experience. This policy applies to all enrolled students in the MD, PT, and PA degree programs.

Rationale:

All health care providers are entrusted with the health, safety and welfare of patients, have access to controlled substances and confidential information and operate in settings that require the exercise of good judgment and ethical behavior. Thus, an assessment of a student's possible impairment that could diminish the student's capacity to function in such a setting is imperative to promote the highest level of integrity in patient care.

Clinical facilities that serve as educational and training sites for students increasingly require drug screening for individuals who provide services within the facility and particularly for those individuals who provide patient care. Clinical experiences are an essential element of all curricula and are required of School of Medicine Students in the MD, PT and PA degree programs. In addition, many licensing agencies require that individuals pass a drug screen as a condition of licensure and/or employment. It is thus in the interests of both students and the School of Medicine to identify and resolve potential issues where a student may not be allowed to participate in a clinical experience due to use of controlled or illegal substances. For purposes of this policy, "illegal substances" means illegal use of controlled or illegal (i.e. prohibited) substances. It does not mean prescription drugs that are lawfully being taken by a student prescribed by a licensed health care professional; the student must be under the direct medical care of the licensed health care professional. Although marijuana is legal in the State of Colorado, marijuana is a Schedule 1 substance under federal law and continues to be an illegal substance for purposes of this policy. In addition to other illegal drugs as described above, the overuse and/or abuse of alcohol in the learning environment is also prohibited under this policy.

The University of Colorado School of Medicine has the responsibility to attend to factors that may adversely affect the security of the clinical environment and thus increase liability exposure. As a result, the school seeks to enhance its scrutiny of students involved in patient care activities and who are in clinical settings.

Drug Screening Process:

- Students enrolled in the MD, PT, and PA programs will receive information about the requirement for drug screening, deadlines for compliance, results reporting and associated fees from their respective educational program representatives. Students will be responsible for the cost of the required drug screening, either individually or through a student fee as determined by each program.
- Students will receive specific instructions from their program representatives regarding the location of the designated vendor drug screen sites and a Drug

Screen Authorization document to submit to the vendor including authorization for results to be released to the designated individual in their educational program.

- Results of the student drug screen will be reported electronically to the designated individual in the appropriate educational program, typically within 2 business days. Review of drug screen results will be conducted by the Medical Director of the designated vendor to determine a passing or failing level. The information will be conveyed to the designated individual within the education program. Students who receive a positive screen will be reviewed by the individual program either by a designated individual or a committee and any consequences will be communicated to the student in writing.
- The student has the right to review the information reported by the designated vendor for accuracy and completeness and to request that the designated vendor verify that the drug screen results are correct. Prior to making a final determination that may adversely affect the student, the program will inform the student of his/her rights, how to contact the designated vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made by the program.
- Drug screening results will be recorded in an internal database within each educational program and maintained only for the duration of enrollment for each student.
- Drug screen results may be reported to clinical experience sites for clinical placements in compliance with contractual agreements.
- If required by a specific clinical site, a student may be required to submit to additional drug screening based on the contractual agreements with those clinical sites.
- A student whose test results in a Negative Dilute or an insufficient sample may be required to retest immediately. Costs of any retesting are the responsibility of the student. Multiple retests resulting in a negative dilute may be considered a failed test.
- Any individual student may be required at any time to submit to immediate drug screening for cause. This may occur through the designated vendor or it is possible that a contract with a specific clinical training site may have specific requirements dictating the process, handling, and reporting of “for cause” drug screening of an individual student while the student is participating in a clinical experience.

Students who refuse to submit to any required drug screen will be dismissed from their education program.

Positive Drug Screening Results

Students who do not pass a required drug screen may face disciplinary action, including administrative withdrawal from courses, placement on a leave of absence, or dismissal from the program. Students may be referred for evaluation and treatment through the

Colorado Physicians Health Program (CPHP), Peer Assistance Services, or another designated program as a condition for remaining in the program at the student's expense. Students found to have a substance abuse problem that that will likely pose a danger to patient care, as determined through the drug screening evaluation process, will be referred for independent evaluation and treatment at the student's expense.

Additional Policy/Procedure Information

The School of Medicine takes patient safety very seriously. The Technical Standards for students require that all students be able to always meet the physical and cognitive demands of the clinical setting as well as exhibit sound judgment. Students who are seriously ill, injured or taking medication that impairs judgment (including, but not limited to, lawfully prescribed medications and Medical Marijuana) may not be able to meet the Technical Standards, and therefore may not be suitable for the clinical environment where patient safety is the topmost concern. A determination of any conditions on a student's ability to participate in clinical experiences or to otherwise proceed in the program will be handled through a committee as determined by each program (MD, PT and PA).

Additionally, the School of Medicine is very concerned about alcohol and drug abuse. A student may be required to undergo evaluation and treatment through the Colorado Physicians Health Program (CPHP), Peer Assistance Services, or by another designated evaluation source in order to remain in the program.

Accepted by PT Faculty: January 2016; Approved by University Counsel May 2016

PT Program Procedures for Ensuring a Safe Environment

Respect of the Rights and Property of Others

Students should conduct themselves in a manner that recognizes the rights and property of others. Examples of inappropriate behavior include theft, damage to University or personal property of others, disruption of educational or other activities on campus, illegal use of University facilities, harassment or physical assault, and any conduct that threatens the health or safety of others. Reason for Policy: Assists in maintaining a safe environment for all students, faculty and staff.

INTRODUCTION

The purpose of this policy is to establish minimum standards related to the consideration of applicant criminal history in admissions decisions to the PT Program.

POLICY STATEMENT

The PT Program at the University of Colorado is committed to ensuring a safe environment. The procedures outlined in this policy apply to admissions decisions for the PT Program.

RELATED POLICIES, PROCEDURES, FORMS, GUIDELINES, AND OTHER RESOURCES

Procedures

1. *Criminal history* information and criminal background checks are part of the application process. Applicants are notified of this as part of the application process and at the time of application in Physical Therapy Common Application System (PTCAS). PTCAS facilitates a centralized background check (CBC) process for accepted applicants. The purpose of the check process is, in part, to ascertain the ability of a student to meet the requirements of clinical education sites and to become licensed physical therapists. The University of Colorado PT Program has chosen to use the PTCAS background check vendor, Certiphi Screening, Inc. Certiphi Screening contacts the applicant after accepting our offer of admission. The applicant is responsible for using the email link provided by PTCAS to complete all necessary information in the Certiphi system and paying the required fee for the background check.

A description of checks completed by [Certiphi Screening](#) can be reviewed. Results are typically completed within one week. Once the report is complete, Certiphi Screening, Inc. will give the applicant an opportunity to review the results before they are released to the PT Program. The applicant has ten (10) calendar days to verify the accuracy of their report before it is made available to the PT Program.

2. If an applicant indicates that he/she has been convicted of a crime, the applicant shall be permitted to provide an explanatory statement regarding the criminal *conviction* or charge. The Recruitment and Admissions Committee (RAC) in the PT Program will review the results of the background search and any other documentation provided by the applicant on an individual basis.
3. The PT Program will evaluate *criminal history* according to the following:
 - I. The clinical education administrative assistant will be responsible for

receiving and scanning all background search reports from Certiphi Screening. Any concerns, questions or issues will be brought to the Director of Admissions who will review the concern. If additional input is required, the Chair of RAC will meet with the Director of Admissions to discuss the results.

- II. The review of background searches will be completed during the time period between accepting our offer of admission and prior to program orientation. If the applicant is found to have a criminal history and after a review of the factors listed in #4 below, the PT program determines that the applicant's offer of admission should be rescinded, the determination shall be given in writing.
 - III. Additional background checks are occasionally required by specific clinical education sites. These must be completed prior to the start of the assigned clinical experience. If the student passed the initial background search, but then is later found to have a criminal history after a review of the factors listed in #4 below, and the PT program determines that the applicant's student status should be rescinded, the determination shall be given in writing.
4. The following factors may be considered in determining how *criminal history* affects an admissions decision.
 - Number of criminal *convictions*;
 - Nature and severity of the offense(s);
 - Length of time since arrest and *conviction*;
 - Whether the crime involved violence against persons or property;
 - Terms or conditions of any plea, penalty, punishment, sentence, probation, or parole, and the applicant's compliance with those terms;
 - Any mitigating information provided by the applicant, and any information provided by the applicant about his/her activities since the *conviction*; and
 - The applicant's ability to comply with any program requirements for clinical experiences, externships, or similar external placements, if this can be determined in advance.
 - The applicant's ability to comply with any requirements for licensure as a PT following graduation.
 5. Admission may be conditioned on reasonable requirements as to conduct or performance.
 6. The applicant will be notified in writing of the admission decision.

DEFINITIONS

Criminal history includes in-state, out-of-state and international criminal history reflecting misdemeanor or felony *convictions*. Criminal history *does not* include:

- A minor traffic offense;
- An arrest; or
- A record that has been sealed by court order.

A "*conviction*" is defined as a guilty verdict, a guilty plea, or a Nolo Contendere ("No Contest") plea.

Policy for Student Community Volunteer and Service Opportunities

The Physical Therapy program views volunteer and service opportunities in the community as valuable experiences and as an important role and responsibility for Doctors of Physical Therapy. However, there are different types of volunteer and service opportunities that need to be defined by the extent to which they are within our PT scope of practice and part of the PT Program curriculum. Some experiences are supported by the program and supervised by licensed PTs, while other volunteer and service opportunities are outside of PT Program involvement.

This policy provides additional clarification and guidelines to students participating in experiences that are part of the PT Program curriculum (item #1) or outside the curriculum (items #2 and #3). The type of experience affects the risks involved and who is responsible (university, student or the organization/agency) for insurance coverage. There are 3 “types” of volunteer experiences and relationships to the PT Program as described below:

1. Part of PT Program: Volunteer experiences at an organization/agency that are part of, or an extension of the PT Program, and supported through the PT Program (e.g., CU days at the 9News Health Fair, Stout Street, posture screens at senior centers). Students are participating in volunteer experiences that are arranged through and approved by the PT Program with faculty input and support, and the student will be supervised by a licensed physical therapist.
 - If these experiences fall within the course and scope of the student’s responsibilities, the student would be covered by the University for professional liability (malpractice) insurance and workers compensation insurance; or the organization/agency may have additional insurance for volunteers.
 - The organization/agency should provide some level of training for the volunteers and should have some policies and procedures in place to support their volunteer program.
 - Students may want to have their own malpractice insurance to cover any potential claim, but they are not required to do so. Further, if a student were injured while providing volunteer care, there is workers compensation coverage to cover any potential injury.
2. Communication through PT Program: Volunteer or paid opportunity, through an organization/agency or to an individual/family, that has been communicated to students by email or other form of communication from PT Program faculty, staff, alumni, or current students. This experience is external to the university and is NOT part of clinical education, supervised physical therapy or otherwise supported by the PT Program (e.g., Night Owls, paid personal attendant). Students can pursue an arrangement and proceed independently without expectation that the PT Program will provide support.
 - The organization/agency should provide some level of training for the student and should have some policies and procedures to support their

volunteer program or paid opportunity. An organization may also have insurance for volunteers.

- Students are **not** covered by the University for professional liability (malpractice) insurance. Students should make sure they have their own malpractice insurance to cover any potential claim, or ask whether insurance is needed or recommended. If a malpractice claim was filed by the organization/agency or by an individual/family, the student could be named in the claim and would have to provide their own defense.
 - Students are **not** covered by the University for workers' compensation insurance. Students should have their own health insurance coverage to cover any potential injury. If a student were injured during the experience, the student would be responsible for any medical costs.
 - Students assume liability and need to be very clear about what the scope of the volunteer or paid opportunity should be, since they are not licensed to provide physical therapy.
 - Students should be aware of additional safety concerns when going into an individual's home for a volunteer or paid opportunity.
3. External to PT Program: Volunteer experience through an organization/agency, or to an individual/family, that is external to the university and outside the scope of physical therapy. These are experiences and opportunities that the student finds and secures on their own (e.g., volunteering at a charitable, athletic or similar event). This is only different from #2 (above) in that there has not been any communication shared by the PT Program faculty, staff, alumni, or current students. Students are volunteering on their own, and not as part of an approved educational experience through the PT Program.
- The organization/agency should provide some level of training for the student volunteers and should have some policies and procedures to support their volunteer program. The organization may also have insurance for volunteers.
 - Students are not covered by the University for professional liability (malpractice) insurance. Students should make sure they have their own malpractice insurance to cover any potential claim, or ask whether insurance is needed or recommended. If a malpractice claim was filed by the organization/agency or by an individual/family, the student could be named in the claim and would have to provide their own defense.
 - Students are **not** covered by the University for workers' compensation insurance. Students should have their own health insurance coverage to cover any potential injury. If a student were injured during the experience, the student would be responsible for any medical costs.
 - Students assume liability and need to be very clear about what the scope of the volunteer experience or personal assistance should be, since they are not licensed to provide physical therapy.
 - Students should be aware of additional safety concerns when going into an individual's home for a volunteer opportunity.

When students are unsure about what type of volunteer experience applies, they can consult with PT Program faculty or the Program Administrator, who may seek additional clarification from University Legal Counsel.

Student Resources

This information changes frequently. Please use the campus [student affairs](#) and [student resources](#) websites for the most up-to-date information on student campus resources.

You@CU Anschutz and Find Help Now Tool

There are two websites available for students to access information, support, and vital resources 24 hours a day, 7 days a week. For general support and information, the [You@CU Anschutz](#) tool provides students with information and resources to support student well-being. If students require help or access to resources for more emergent situations, the [Find Help Now Tool](#) will connect students to campus and community resources available immediately.

Tutoring and Writing Center

Tutoring is available for any student in the program. The DPT Student Tutor Program is one part of a larger Student Enrichment Program that seeks to support student well-being. The Volunteer Tutor Program (VTP) is based on a near-peer model of tutoring that involves a relationship between the students referred for tutoring (self or faculty) and a volunteer tutor who may be a student in their 2nd or 3rd year, or alumni within 3 years of graduation. Students may directly request tutoring services or may be referred for tutoring by a course coordinator or faculty advisor. An [online form](#) is available for students or faculty to initiate a request for academic support.

A [writing center](#) is available to assist students with their writing skills through the Student Assistance Office. Students are responsible to be familiar with the Guidelines for Submitting Papers and the Written Paper Grading Rubric. If faculty identify that a student would benefit from writing center services, the student will be expected to utilize the writing center services to adhere with academic and professional behavior standards.

Student Health

Student Health Insurance

Any student enrolled in the PT Program is eligible for and must purchase or waive Student Health Insurance. A waiver may only be obtained if the student can demonstrate comparable health insurance coverage. Waiver forms may be obtained at the student health office, located in Education 2 North Building, Room 3208 or [online](#).

Campus Health Center

[Community Campus Health](#) (CCH) is health clinic available to all students, faculty, and their household members. This clinic is designed to meet convenient care needs of anyone who works or studies on campus. The CCH strives to enhance a multi-disciplinary care experience for students by providing a spectrum of physical and behavioral healthcare in an integrated care model. Complete clinic information is available on their website.

Mental Health Services

[Student and Resident Mental Health](#) office seeks to provide comprehensive and confidential mental health services for all students enrolled in the schools located at the

Anschutz Medical Campus. Information, including how to contact and schedule appointments are available on the website.

Office of Student Outreach and Support

[The Office of Student Outreach and Support](#) collaborates with all of the schools and colleges to ensure students have access to resources that help them navigate challenging experiences. Student may refer themselves, a classmate, or may be referred by faculty to connect with this office who will coordinate access to resources. This office also manages medical leave of absences, should that need occur. The full listing of their services is available on the website.

CU Anschutz Shares

[CU Anschutz Shares](#) is a resource available to students facing temporary financial hardship that threatens the student's ability to successfully complete the current semester. Following the information and links on the website will direct students to the processes for applying for funds.

CU Anschutz Food Pantry

The [CU Anschutz food pantry](#) is open to all faculty, staff and students seeking food, hygiene items, and pet supplies. It is located in the Strauss Health Sciences Library, #3105 (as of June 7, 2022), and is open Monday through Friday 7am-5pm. There are no restrictions on the number of items that can be taken or limits on food pantry visits. Additional details on accessing the food pantry and making donations are available on the website.

Phoenix Center

The [Phoenix Center](#) is a free and confidential resource for students, faculty, and staff who are affected by interpersonal violence (IPV) including relationship violence, sexual violence, and stalking. Full details of their services can be read on the website.

Physical Therapy Service for Students as Patients:

Safety and Security

University Police Department: Safety and Security Information

The University Police Department for CU provides security and access control over AMC. For emergencies, call 911 from any campus phone or 303-724-4444. The main telephone number for the Police Department is 303-724-2000.

The CU Anschutz Police Department utilizes the SafeZone app to ensure your safety and provide security while on the CU Anschutz Medical Campus. To safeguard the quickest response time to your emergent location, download the app on your mobile device. Please visit the [CU Anschutz SafeZone webpage](#) for additional information on the app and download instructions

Physical Therapy Service for Students as Patients

To assure fair and equitable assessment of students, neither physical therapy faculty members nor consultants who may be involved in grading are allowed to provide physical therapy examination/intervention to students as patients. Students may choose

to consult with faculty members regarding recommendations for providers of service that meet their needs.

Adverse Incidents Involving Students

The mission of risk management/loss avoidance programs is to save lives, prevent injuries and protect the health and safety of all employees, students, and visitors. While students must use their own health insurance if injured while not on clinical experience, they are nonetheless encouraged to complete an incident report if an injury occurs within class or on the premises of the Anschutz Medical Campus.

Report forms can be found online at <https://www.cu.edu/risk/>. If an incident occurs during clinic, refer to the Student Clinical Education manual.

Student Officers and Class Governance

PT Program, University and Professional Committees ([See appendix for committees and officers including descriptions](#))

Student Officers

Elections

During the first summer semester, the faculty class advisor will review the descriptions of class offices with the class. Each class will hold annual elections, monitored by their respective faculty class advisor. Elections will be held before finals week of summer semester or within the first two weeks of fall semester if there is a reason for the delay. If an officer role includes the need to handle cash on behalf of the class, s/he must also be a student employee.

Physical Therapy Program Awards

[Awards and scholarships](#) are available for all student to apply. Full information on funding available and processes for applying for scholarships and awards are available on the website.

Graduation-Related Considerations

Exit Interviews

An exit survey is distributed to all students prior to graduation. An option for students to participate in a small group exit interview is also conducted prior to graduation. It is a program expectation that students participate in the survey as they are instrumental to the Program.

Graduation Registration

Students are responsible to respond in a timely manner to email communications regarding graduation registrations and activities.

Pre-Graduation Information

Prior to graduation, graduate candidates must complete a form to advise the Program of new mailing addresses and places of employment. This information is used for the Program's accreditation processes, to help with alumni tracking, as well as to contact alumni with upcoming events. It is greatly appreciated for alumni to update contact information, post-graduation.

Preparation to Take the National Physical Therapy Licensing Examination

The National Physical Therapy Exam (NPTE) is administered by the Federation of State Boards of Physical Therapy (FSBPT). All students are registered with FSBPT by the PT Program in their first summer semester. The student is responsible for claiming their account through FSBPT. All instructions to apply for an initial state license and to register for the NPTE can be found at the [FSBPT site](#). Exam processes and dates can also be found at the [FSBPT Site](#). A full list of all states and the requirements for licensure is available on the [FSBPT website](#). [This tool](#) defines the process towards licensure. Students who are seeking initial licensure in Colorado will find the application information at the [DORA website](#). Students are responsible for requesting official transcripts from the [University of Colorado Anschutz Medical Campus Registrar](#). Information on the [Licensure Compact](#) is also available at the FSBPT website.

III. Appendices

Core Values of the Physical Therapy Profession

Accountability: A PT demonstrates accountability by acknowledging and accepting the consequences of his/her actions, by responding to the patient's or client's goals and needs, and by maintaining membership in APTA and other organizations.

Altruism: A PT demonstrates altruism by placing the patient's or client's needs above those of the PT, by providing pro bono services, and by providing services to the patient or client that go beyond expected standards of practice.

Compassion and Caring: A PT demonstrates compassion and caring by being an advocate for patients' or clients' needs, by understanding an individual's perspective and the various influences on that person's life in his or her environment, and by demonstrating respect for others and considering them as unique and of value.

Excellence: A PT demonstrates excellence by internalizing the importance of using multiple sources of evidence to support professional practice and decisions, by seeking out and acquiring new knowledge throughout his or her professional career, and by demonstrating high levels of knowledge and skill in all aspects of the profession.

Integrity: A PT demonstrates integrity by abiding by the rules, regulations, and laws applicable to the profession, by adhering to profession's highest standards (in practice, ethics, reimbursement, and other areas), by confronting harassment and bias in oneself and others, by being trustworthy, and by choosing employment situations that are congruent with practice values and professional ethical standards.

Professional Duty: A PT demonstrates professional duty by facilitating the achievement of each patient's or client's goals for function, health, wellness, by promoting the profession, by mentoring others, and by getting involved in professional activities beyond the practice setting.

Social Responsibility: A PT demonstrates social responsibility by promoting cultural competence within the profession and the larger public; promoting social policy that affects the function, health, and wellness needs of patients and clients; promoting community volunteerism; and working to ensure the blending of social justice and economic efficiency of service delivery.

Professional Behaviors for the 21st Century

University of Colorado Anschutz Medical Campus Physical Therapy Program
Professional Behaviors for the 21st Century

Definitions of Behavioral Criteria Levels

Beginning Level – behaviors consistent with a learner in the beginning of the professional phase of physical therapy education and before the first significant internship

Intermediate Level – behaviors consistent with a learner after the first significant internship

Entry Level – behaviors consistent with a learner who has completed all didactic work and is able to independently manage a caseload with consultation as needed from clinical instructors, co-workers and other health care professionals

Post-Entry Level – behaviors consistent with an autonomous practitioner beyond entry level

Background Information

In 1991 the faculty of the University of Wisconsin-Madison, Physical Therapy Educational Program identified the original Physical Therapy - Specific Generic Abilities. Since that time these abilities have been used by academic programs to facilitate the development, measurement and assessment of professional behaviors of students during both the didactic and clinical phases of the programs of study.

Since the initial study was conducted, the profession of Physical Therapy and the curricula of the educational programs have undergone significant changes that mirror the changes in healthcare and the academy. These changes include managed care, expansion in the scope of physical therapist practice, increased patient direct access to physical therapists, evidenced-based practice, clinical specialization in physical therapy and the American Physical Therapy Association's Vision 2020 supporting doctors of physical therapy.

Today's physical therapy practitioner functions on a more autonomous level in the delivery of patient care which places a higher demand for professional development on the new graduates of the physical therapy educational programs. Most recently (2008-2009), the research team of Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA completed a research project that built on the work of other researchers to analyze the PT-Specific Generic Abilities in relation to the changing landscape of physical therapist practice and in relation to generational differences of the "Millennial" or "Y" Generation (born 1980-2000). These are the graduates of the classes of 2004 and beyond who will shape clinical practice in the 21st century.

The research project was twofold and consisted of 1) a research survey which identified and rank ordered professional behaviors expected of the newly licensed physical therapist upon employment (2008); and 2) 10 small work groups that took the 10 identified behaviors (statistically determined) and wrote/revised behavior definitions, behavioral criteria and placement within developmental levels (Beginning, Intermediate, Entry Level and Post Entry

Level) (2009). Interestingly the 10 statistically significant behaviors identified were identical to the original 10 Generic Abilities, however, the rank orders of the behaviors changed. Participants in the research survey included Center Coordinators of Clinical Education (CCCE's) and Clinical Instructors (CI's) from all regions of the United States. Participants in the small work groups included Directors of Clinical Education (DCE's), Academic Faculty, CCCE's and CI's from all regions of the United States.

This resulting document, Professional Behaviors, is the culmination of this research project. The definitions of each professional behavior have been revised along with the behavioral criteria for each developmental level. The 'developing level' was changed to the 'intermediate level' and the title of the document has been changed from Generic Abilities to Professional Behaviors. The title of this important document was changed to differentiate it from the original Generic Abilities and to better reflect the intent of assessing professional behaviors deemed critical for professional growth and development in physical therapy education and practice.

Preamble

In addition to a core of cognitive knowledge and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The identified repertoire of behaviors that constitute professional behavior reflect the values of any given profession and, at the same time, cross disciplinary lines (May et. al., 1991). Visualizing cognitive knowledge, psychomotor skills and a repertoire of behaviors as the legs of a three-legged stool serves to emphasize the importance of each. Remove one leg and the stool loses its stability and makes it very difficult to support professional growth, development, and ultimately, professional success. (May et. al., Opportunity Favors the Prepared: A Guide to Facilitating the Development of Professional Behavior, 2002)

The intent of the Professional Behaviors Assessment Tool is to identify and describe the repertoire of professional behaviors deemed necessary for success in the practice of physical therapy. This Professional Behaviors Assessment Tool is intended to represent and be applied to student growth and development in the classroom and the clinic. It also contains behavioral criteria for the practicing clinician. Each Professional Behavior is defined and then broken down into developmental levels with each level containing behavioral criteria that describe behaviors that represent possession of the Professional Behavior they represent. Each developmental level builds on the previous level such that the tool represents growth over time in physical therapy education and practice.

It is critical that students, academic and clinical faculty utilize the Professional Behaviors Assessment Tool in the context of physical therapy and not life experiences. For example, a learner may possess strong communication skills in the context of student life and work situations, however, may be in the process of developing their physical therapy communication skills, those necessary to be successful as a professional in a greater health care context. One does not necessarily translate to the other, and thus must be used in the appropriate context to be effective.

Opportunities to reflect on each Professional Behavior through self-assessment, and through peer and instructor assessment is critical for progress toward entry level performance in the

classroom and clinic. A learner does not need to possess each behavioral criteria identified at each level within the tool, however, should demonstrate, and be able to provide examples of the majority in order to move from one level to the next. Likewise, the behavioral criteria are examples of behaviors one might demonstrate, however are not exhaustive. Academic and clinical facilities may decide to add or delete behavioral criteria based on the needs of their specific setting. Formal opportunities to reflect and discuss with an academic and/or clinical instructor is key to the tool's use, and ultimately professional growth of the learner. The Professional Behaviors Assessment Tool allows the learner to build and strengthen their third leg with skills in the affective domain to augment the cognitive and psychomotor domains.

Professional Behaviors

1. Critical Thinking - The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision making process.

Beginning Level:

- ☐ Raises relevant questions
- ☐ Considers all available information
- ☐ Articulates ideas
- ☐ Understands the scientific method
- ☐ States the results of scientific literature but has not developed the consistent ability to critically appraise findings (i.e. methodology and conclusion)
- ☐ Recognizes holes in knowledge base
- ☐ Demonstrates acceptance of limited knowledge and experience

Intermediate Level:

- ☐ Feels challenged to examine ideas
- ☐ Critically analyzes the literature and applies it to patient management
- ☐ Utilizes didactic knowledge, research evidence, and clinical experience to formulate new ideas
- ☐ Seeks alternative ideas
- ☐ Formulates alternative hypotheses
- ☐ Critiques hypotheses and ideas at a level consistent with knowledge base
- ☐ Acknowledges presence of contradictions

Entry Level:

- ☐ Distinguishes relevant from irrelevant patient data
- ☐ Readily formulates and critiques alternative hypotheses and ideas
- ☐ Infers applicability of information across populations
- ☐ Exhibits openness to contradictory ideas
- ☐ Identifies appropriate measures and determines effectiveness of applied solutions efficiently
- ☐ Justifies solutions selected

Post-Entry Level:

- ☐ Develops new knowledge through research, professional writing and/or professional presentations
- ☐ Thoroughly critiques hypotheses and ideas often crossing disciplines in thought process
- ☐ Weighs information value based on source and level of evidence
- ☐ Identifies complex patterns of associations
- ☐ Distinguishes when to think intuitively vs. analytically

- ☐ Recognizes own biases and suspends judgmental thinking
- ☐ Challenges others to think critically

2. Communication - The ability to communicate effectively (i.e. verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.

Beginning Level:

- ☐ Demonstrates understanding of the English language (verbal and written): uses correct grammar, accurate spelling and expression, legible handwriting
- ☐ Recognizes impact of non-verbal communication in self and others
- ☐ Recognizes the verbal and non-verbal characteristics that portray confidence
- ☐ Utilizes electronic communication appropriately

Intermediate Level:

- ☐ Utilizes and modifies communication (verbal, non-verbal, written and electronic) to meet the needs of different audiences
- ☐ Restates, reflects and clarifies message(s)
- ☐ Communicates collaboratively with both individuals and groups
- ☐ Collects necessary information from all pertinent individuals in the patient/client management process
- ☐ Provides effective education (verbal, non-verbal, written and electronic)

Entry Level:

- ☐ Demonstrates the ability to maintain appropriate control of the communication exchange with individuals and groups
- ☐ Presents persuasive and explanatory verbal, written or electronic messages with logical organization and sequencing
- ☐ Maintains open and constructive communication
- ☐ Utilizes communication technology effectively and efficiently

Post Entry Level:

- ☐ Adapts messages to address needs, expectations, and prior knowledge of the audience to maximize learning
- ☐ Effectively delivers messages capable of influencing patients, the community and society
- ☐ Provides education locally, regionally and/or nationally
- ☐ Mediates conflict

3. Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

Beginning Level:

- ☐ Recognizes problems
- ☐ States problems clearly
- ☐ Describes known solutions to problems
- ☐ Identifies resources needed to develop solutions
- ☐ Uses technology to search for and locate resources
- ☐ Identifies possible solutions and probable outcomes

Intermediate Level:

- ☐ Prioritizes problems
- ☐ Identifies contributors to problems
- ☐ Consults with others to clarify problems
- ☐ Appropriately seeks input or guidance
- ☐ Prioritizes resources (analysis and critique of resources)
- ☐ Considers consequences of possible solutions

Entry Level:

- ☐ Independently locates, prioritizes and uses resources to solve problems
- ☐ Accepts responsibility for implementing solutions
- ☐ Implements solutions
- ☐ Reassesses solutions
- ☐ Evaluates outcomes
- ☐ Modifies solutions based on the outcome and current evidence
- ☐ Evaluates generalizability of current evidence to a particular problem

Post Entry Level:

- ☐ Weighs advantages and disadvantages of a solution to a problem
- ☐ Participates in outcome studies
- ☐ Participates in formal quality assessment in work environment
- ☐ Seeks solutions to community health-related problems
- ☐ Considers second and third order effects of solutions chosen

4. Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

Beginning Level:

- ☐ Maintains professional demeanor in all interactions
- ☐ Demonstrates interest in patients as individuals
- ☐ Communicates with others in a respectful and confident manner
- ☐ Respects differences in personality, lifestyle and learning styles during interactions with all persons
- ☐ Maintains confidentiality in all interactions
- ☐ Recognizes the emotions and bias that one brings to all professional interactions

Intermediate Level:

- ☐ Recognizes the non-verbal communication and emotions that others bring to professional interactions
- ☐ Establishes trust
- ☐ Seeks to gain input from others
- ☐ Respects role of others
- ☐ Accommodates differences in learning styles as appropriate

Entry Level:

- ☐ Demonstrates active listening skills and reflects back to original concern to determine course of action
- ☐ Responds effectively to unexpected situations
- ☐ Demonstrates ability to build partnerships
- ☐ Applies conflict management strategies when dealing with challenging interactions
- ☐ Recognizes the impact of non-verbal communication and emotional responses during interactions and modifies own behaviors based on them

Post Entry Level:

- ☐ Establishes mentor relationships
- ☐ Recognizes the impact that non-verbal communication and the emotions of self and others have during interactions and demonstrates the ability to modify the behaviors of self and others during the interaction

5. Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community and social responsibilities.

Beginning Level:

- ☐ Demonstrates punctuality
- ☐ Provides a safe and secure environment for patients
- ☐ Assumes responsibility for actions
- ☐ Follows through on commitments
- ☐ Articulates limitations and readiness to learn
- ☐ Abides by all policies of academic program and clinical facility

Intermediate Level:

- ☐ Displays awareness of and sensitivity to diverse populations
- ☐ Completes projects without prompting
- ☐ Delegates tasks as needed
- ☐ Collaborates with team members, patients and families
- ☐ Provides evidence-based patient care

Entry Level:

- ☐ Educates patients as consumers of health care services
- ☐ Encourages patient accountability
- ☐ Directs patients to other health care professionals as needed
- ☐ Acts as a patient advocate
- ☐ Promotes evidence-based practice in health care settings
- ☐ Accepts responsibility for implementing solutions
- ☐ Demonstrates accountability for all decisions and behaviors in academic and clinical settings

Post Entry Level:

- ☐ Recognizes role as a leader
- ☐ Encourages and displays leadership
- ☐ Facilitates program development and modification
- ☐ Promotes clinical training for students and coworkers
- ☐ Monitors and adapts to changes in the health care system
- ☐ Promotes service to the community

6. Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.

Beginning Level:

- ☐ Abides by all aspects of the academic program honor code and the APTA Code of Ethics
- ☐ Demonstrates awareness of state licensure regulations
- ☐ Projects professional image
- ☐ Attends professional meetings
- ☐ Demonstrates cultural/generational awareness, ethical values, respect, and continuous regard for all classmates, academic and clinical faculty/staff, patients, families, and other healthcare providers

Intermediate Level:

- ☐ Identifies positive professional role models within the academic and clinical settings
- ☐ Acts on moral commitment during all academic and clinical activities
- ☐ Identifies when the input of classmates, co-workers and other healthcare professionals will result in optimal outcome and acts accordingly to attain such input and share decision making
- ☐ Discusses societal expectations of the profession

Entry Level:

- ☐ Demonstrates understanding of scope of practice as evidenced by treatment of patients within scope of practice, referring to other healthcare professionals as necessary
- ☐ Provides patient/family centered care at all times as evidenced by provision of patient/family education, seeking patient input and informed consent for all aspects of care and maintenance of patient dignity
- ☐ Seeks excellence in professional practice by participation in professional organizations and attendance at sessions or participation in activities that further education/professional development
- ☐ Utilizes evidence to guide clinical decision making and the provision of patient care, following guidelines for best practices
- ☐ Discusses role of physical therapy within the healthcare system and in population health
- ☐ Demonstrates leadership in collaboration with both individuals and groups

Post Entry Level:

- ☐ Actively promotes and advocates for the profession
- ☐ Pursues leadership roles
- ☐ Supports research
- ☐ Participates in program development
- ☐ Participates in education of the community
- ☐ Demonstrates the ability to practice effectively in multiple settings
- ☐ Acts as a clinical instructor
- ☐ Advocates for the patient, the community and society

7. Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.

Beginning Level:

- ☐ Demonstrates active listening skills
- ☐ Assesses own performance
- ☐ Actively seeks feedback from appropriate sources
- ☐ Demonstrates receptive behavior and positive attitude toward feedback
- ☐ Incorporates specific feedback into behaviors
- ☐ Maintains two-way communication without defensiveness

Intermediate Level:

- ☐ Critiques own performance accurately
- ☐ Responds effectively to constructive feedback
- ☐ Utilizes feedback when establishing professional and patient related goals
- ☐ Develops and implements a plan of action in response to feedback
- ☐ Provides constructive and timely feedback

Entry Level:

- ☐ Independently engages in a continual process of self evaluation of skills, knowledge and abilities
- ☐ Seeks feedback from patients/clients and peers/mentors
- ☐ Readily integrates feedback provided from a variety of sources to improve skills, knowledge and abilities
- ☐ Uses multiple approaches when responding to feedback
- ☐ Reconciles differences with sensitivity
- ☐ Modifies feedback given to patients/clients according to their learning styles

Post Entry Level:

- ☐ Engages in non-judgmental, constructive problem-solving discussions
- ☐ Acts as conduit for feedback between multiple sources
- ☐ Seeks feedback from a variety of sources to include students/supervisees/peers/supervisors/patients
- ☐ Utilizes feedback when analyzing and updating professional goals

8. Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.

Beginning Level:

- ☐ Comes prepared for the day's activities/responsibilities
- ☐ Identifies resource limitations (i.e. information, time, experience)
- ☐ Determines when and how much help/assistance is needed
- ☐ Accesses current evidence in a timely manner
- ☐ Verbalizes productivity standards and identifies barriers to meeting productivity standards
- ☐ Self-identifies and initiates learning opportunities during unscheduled time

Intermediate Level:

- ☐ Utilizes effective methods of searching for evidence for practice decisions
- ☐ Recognizes own resource contributions
- ☐ Shares knowledge and collaborates with staff to utilize best current evidence
- ☐ Discusses and implements strategies for meeting productivity standards
- ☐ Identifies need for and seeks referrals to other disciplines

Entry Level:

- ☐ Uses current best evidence
- ☐ Collaborates with members of the team to maximize the impact of treatment available
- ☐ Has the ability to set boundaries, negotiate, compromise, and set realistic expectations
- ☐ Gathers data and effectively interprets and assimilates the data to determine plan of care
- ☐ Utilizes community resources in discharge planning
- ☐ Adjusts plans, schedule etc. as patient needs and circumstances dictate
- ☐ Meets productivity standards of facility while providing quality care and completing non-productive work activities

Post Entry Level:

- ☐ Advances profession by contributing to the body of knowledge (outcomes, case studies, etc)
- ☐ Applies best evidence considering available resources and constraints
- ☐ Organizes and prioritizes effectively
- ☐ Prioritizes multiple demands and situations that arise on a given day
- ☐ Mentors peers and supervisees in increasing productivity and/or effectiveness without decrement in quality of care

9. Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.

Beginning Level:

- ☐ Recognizes own stressors
- ☐ Recognizes distress or problems in others
- ☐ Seeks assistance as needed
- ☐ Maintains professional demeanor in all situations

Intermediate Level:

- ☐ Actively employs stress management techniques
- ☐ Reconciles inconsistencies in the educational process
- ☐ Maintains balance between professional and personal life
- ☐ Accepts constructive feedback and clarifies expectations
- ☐ Establishes outlets to cope with stressors

Entry Level:

- ☐ Demonstrates appropriate affective responses in all situations
- ☐ Responds calmly to urgent situations with reflection and debriefing as needed
- ☐ Prioritizes multiple commitments
- ☐ Reconciles inconsistencies within professional, personal and work/life environments
- ☐ Demonstrates ability to defuse potential stressors with self and others

Post Entry Level:

- ☐ Recognizes when problems are unsolvable
- ☐ Assists others in recognizing and managing stressors
- ☐ Demonstrates preventative approach to stress management
- ☐ Establishes support networks for self and others
- ☐ Offers solutions to the reduction of stress
- ☐ Models work/life balance through health/wellness behaviors in professional and personal life

10. Commitment to Learning – The ability to self direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Beginning Level:

- ☐ Prioritizes information needs
- ☐ Analyzes and subdivides large questions into components
- ☐ Identifies own learning needs based on previous experiences
- ☐ Welcomes and/or seeks new learning opportunities
- ☐ Seeks out professional literature
- ☐ Plans and presents an in-service, research or cases studies

Intermediate Level:

- ☐ Researches and studies areas where own knowledge base is lacking in order to augment learning and practice
- ☐ Applies new information and re-evaluates performance
- ☐ Accepts that there may be more than one answer to a problem
- ☐ Recognizes the need to and is able to verify solutions to problems
- ☐ Reads articles critically and understands limits of application to professional practice

Entry Level:

- ☐ Respectfully questions conventional wisdom
- ☐ Formulates and re-evaluates position based on available evidence
- ☐ Demonstrates confidence in sharing new knowledge with all staff levels
- ☐ Modifies programs and treatments based on newly-learned skills and considerations
- ☐ Consults with other health professionals and physical therapists for treatment ideas

Post Entry Level:

- ☐ Acts as a mentor not only to other PT's, but to other health professionals
- ☐ Utilizes mentors who have knowledge available to them
- ☐ Continues to seek and review relevant literature
- ☐ Works towards clinical specialty certifications
- ☐ Seeks specialty training
- ☐ Is committed to understanding the PT's role in the health care environment today (i.e. wellness clinics, massage therapy, holistic medicine)
- ☐ Pursues participation in clinical education as an educational opportunity

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Student Honor and Professional Conduct Code

The health professions are based on a high degree of trust by the individuals they serve. Students entering the health professions have a particular obligation, therefore, to conduct themselves at all times in a manner that reflects honesty, integrity, and respect for others.

I. Academic Honor and Conduct Code

Education at the University of Colorado is conducted under the honor system. All students who have entered health professional programs should have developed the qualities of honesty and integrity, and each student should apply these principles to his or her academic and subsequent professional career. All students are also expected to have achieved a level of maturity which is reflected by appropriate conduct at all times.

Although it is not possible to list every situation that violates the University's academic honor and conduct code, the following examples will provide a reference point.

1. **Academic Honesty** - Students should adhere to the highest standards of academic honesty and integrity. Examples of behavior which violate these standards include: plagiarism (including improper use of web information), cheating, illegitimate possession and/or use of examinations, and falsification of official records.
2. **Professional Conduct** - As future health professionals, students should also adhere to the highest standards of professionalism. Examples of unprofessional conduct include: misrepresentation of effort, credentials or achievement in either the academic or professional setting; any action which compromises the quality of patient care; violation of patient confidentiality; and other conduct which falls below that which befits a health professional.
3. **Alcohol and Drug Use** - Alcohol and/or drug abuse compromises the student's ability to learn and to safely practice as a health provider and thus is considered unprofessional conduct. Students who have a problem with substance use, including alcohol and/or drugs, should seek assistance from services available on campus or Peer Assistance Services. The sale of drugs or the possession of narcotics is against the law.
4. **Respect of the Rights and Property of Others** - Students should conduct themselves in a manner which recognizes the rights and property of others. Examples of inappropriate behavior include theft, damage to University or personal property of others, disruption of educational or other activities on campus, illegal use of University facilities, harassment or physical assault, and any conduct which threatens the health or safety of others.

The primary responsibility for reporting violations of the student honor and professionalism conduct code rests with the individual student who has violated them. However, fellow students and members of the faculty also share in this responsibility

II. Relationship of Honor and Conduct Code to Local, State, and Federal Laws

The University adheres to all appropriate local, state, and federal laws, and cooperates with law officials in all matters. Any alleged violation of local, state, or federal laws will be referred to the appropriate law enforcement agency and such laws have precedence over the provisions of this policy.

III. Honor and Conduct Committee

Each school will have a standing Student Honor and Conduct Committee and, as appropriate, individual programs may have standing committees. The Physical Therapy Program Committee addressing issues of academic honesty and professionalism is the Student Promotions Committee (SPC); the composition of the committee is determined by the Director of the Physical Therapy Program. The

primary function of this committee is to examine alleged violations of the honor and conduct code and professionalism, and to make recommendations to the Director on these manners as appropriate.

Professionalism

Professional behavior is required of University of Colorado Physical Therapy students throughout the physical therapy curriculum. Professional behavior includes, but is not limited to, responsibility to patients, to peers, to faculty members, to staff, and to oneself. It includes responsibility for self-education, timeliness, participation in course activities, and attendance. Additionally, professionalism includes responsibility to present oneself in an appropriate professional demeanor and attire.

Professional behavior will be considered when grades are assigned by Course Coordinators in all foundational science and clinical courses, although students may be disciplined (including probation or dismissal) for unprofessional behavior, even if such unprofessional behavior did not affect the student's grade. The expectation for professional behavior increases as the physical therapy student progresses through the curriculum and as he/she moves into his/her final clinical education experience and assumes responsibility for patient care. Students are expected to attain entry-level professional behaviors at the time of graduation.

Academic Honor Conduct Code

Education at the University of Colorado Anschutz Medical Campus is conducted under the honor system. All students who have entered health professional programs are expected to demonstrate the qualities of honesty and integrity; and each student should apply these principles to his/her academic, clinical and subsequent professional career. The Physical Therapy Program abides by and expects all physical therapy students to conduct themselves according to the Honor and Conduct Code of University of Colorado as detailed in the CU Course Book. A copy of the Honor and Professional Conduct Agreement is signed by each physical therapy student at his/her matriculation as an indication of acceptance and understanding of his/her responsibilities. In addition to complying with the Honor Code of the University of Colorado Anschutz Medical Campus, physical therapy students are expected not to share instructional materials provided to them by the Physical Therapy Program outside of the Program or between class cohorts, without the specific permission of the instructor. These materials include, but are not limited to lab recordings on DVD or online, content posted on Canvas such as lectures, recordings of Standardized Patient encounters, case studies, etc.

The Honor Code is both a philosophy and a set of rules that requires physical therapy students and their peers to hold each other accountable for their actions. Its aims are to instill and to maintain ethical and honest behavior amongst physical therapy students. If an Honor Code violation is suspected of another student, the first and most important step is to meet face to face with the suspected student. This gives a student an opportunity to explain his/her behavior. If the explanation is adequate to support that there was no violation of the Honor Code, no other action needs to take place and the matter is concluded. If the explanation is not satisfactory, then letting the student know that a report will be made to the Class Honor Code Student Representative and/or the Student Promotions Committee (SPC) is in order. The face to face meeting should be performed as soon as possible and the SPC should be notified soon thereafter (no later the two weeks). This process of meeting, face to face, with a fellow student on difficult and sensitive

matters requires a skillful approach, a skill that is not typically comfortable or proficient. Therefore a student may intentionally choose to confer with a physical therapy faculty member or other identified mentor within the University system, in order to explore a dialogue that reflects thoughtfulness, fairness and represents the core values of our profession. The process for reporting suspected Honor Code violations to the Class Honor Code Student Representative and/or the Student Promotions Committee is outlined in the sections of the Student Handbook titled “Academic Honor Conduct Code”. This process for reporting suspected violations of the Honor Code also applies to suspected violations of the policy against sharing of instructional materials.

Honor Code or Unprofessional Behavior Violations

Violations of the honor code or unprofessional behavior may be reported to the Student Promotions Committee by faculty, staff or peers. Students may also report and or seek guidance from their class Honor Representatives. All parties will deal with any reports and/or discussions in a confidential manner and will work with the parties to resolve the issues.

Student Honor and Professional Conduct Agreement

I, _____ (*print name*) have received the “Student Policies and Procedures Handbook” from the Physical Therapy Program at the University of Colorado Anschutz Medical Campus. I understand that these policies govern my academic, clinical, and professional responsibilities. If I have any questions regarding the Academic Honor Conduct/Professional Responsibilities content of the Policies and Procedures Manual, I will direct my questions to Director of the Physical Therapy Program, Michael Harris Love PT, MPT, DSc, FGSA.

I also have read the Honor Conduct Policy, Clinical Education Handbook, and Professional Responsibilities of the Physical Therapy Program Student Handbook and will uphold the Code and my professional responsibilities. I understand that violations of any University or Program Policies and Procedures related to the Student Academic Honor Conduct Codes/Clinical and Professional Responsibilities may result in disciplinary action including dismissal from the Physical Therapy Program.

As a student of physical therapy, I assume the responsibility of my own actions and I further recognize that I am bound to serve myself, my peers, future patients, families, and the community with who I am directly or indirectly concerned in the spirit of honesty and integrity.

Signature

Date

Student Officers and Class Governance

PT Program, University and Professional Committees

Executive Committee/Officers

President

- Represents the class to the University and to the faculty
- Coordinates professional class activities and projects, assisted by class vice president.
- Organizes, delegates, and supervises committees, assisted by class vice president.
- Establishes time lines for all activities, assisted by class vice president.
- Chairs quarterly officer and class meetings, assisted by class vice president.
- Supports other class officers in their positions, as necessary.
- Establishes phone class list and phone tree.
- Serves as contact with the faculty class advisor, CU, and philanthropy events.
- Obtains Official Function form from administrative staff in advance of events for approval from Administration. Must be responsible for assuring that no liquor is served unless at an establishment that has a valid liquor license, which must be previously approved by Administration.

Vice President

- Assists president with class activities/projects.
- Assists president with committee organization, delegation, and supervision.
- Assists president with establishment of time lines for all activities.
- Assists president with agendas for officer and class meetings
- Works in collaboration with the president as class mediator if conflict arises and as an additional liaison between faculty and students.
- Works with the vice presidents of other health professions on campus to plan, organize and execute the Annual Donor Memorial ceremony.
- Works with the class and faculty to compile a list of graduation speakers.

Secretary

- Records minutes of class and officer meetings.
- Sends thank-you letters to guest speakers and patients.
- Prepares necessary correspondence to faculty.
- Updates class phone list and phone tree at least twice annually.
- Maintains student bulletin board in ED1-3300.
- Informs students when professional or lab attire is needed.
- Takes notes in class meetings for those with scheduling conflicts.
- Member of the class officer leadership team
- Alerts the class to important deadlines and events

Treasurer

- Manages all class moneys, including the CU account (Student Affairs Office) that receives annual student fees, as well as fundraising and transaction fees.
- Participates in meetings with the fundraising team and other class officers to discuss ideas and current balances in class accounts

- Tracks current balance in accounts, provides invoices, pays bills, reimburses students and committees, and maintains an ongoing ledger of class accounts.
- Collects money from fund-raising activities, in conjunction with fundraising representatives, in a timely manner to ensure security of funds (the Program is not responsible for lost money).
- Manages the PT student snack bar in Ed1 3300, if class decides to retain it.
- Provides class president with a quarterly report.
- Communicates with the program and fundraising team to track expenditures and purchases from the class account.

Physical Therapy Program Committees (updated 4/2020)

Student Representative to the Curriculum Committee (1)

- Attends bimonthly Curriculum Committee meetings to serve as a liaison between the class and the committee regarding curricular issues.
- Serves as a curriculum contact for classmates throughout the program.
- Offers input in a professional manner, representing the majority opinion or items of particular importance to his/her class regarding curricular issues. The Curriculum Committee will not address specific issues with teaching style, a specific instructor, or specific course.
- Solicits class input/feedback prior to each meeting and discusses issues with as many classmates as possible before Curriculum Committee meetings. This officer also relays information from the meetings back to the class in a timely fashion.
- When appropriate, participates in the curriculum process as a whole, to ensure that the program goals and mission are adhered to, accreditation criteria are met, and curricular threads are maintained. If there are specific issues on the agenda requiring student input, student representative will be notified in advance.

Student Representatives to the Recruitment and Admissions Committee (RAC) (2)

- Attends RAC meetings on the second Wednesday of each month from 12-1 pm and at other times as needed.
- Participates in committee discussions and business and makes recommendations from the student perspective.
- Offers input representing the majority opinion of his/her class on RAC-related issues.
- Participates in the recruitment and admissions activities, including PT Preview Day and applicant interviews, to ensure that program goals and the mission are adhered to and student perspectives are represented.
- Disseminates information from RAC to the student body and recruits classmates to volunteer at events.
- Student representatives will not attend RAC meetings when admissions decisions are made or discussions are held that are of a confidential nature.
- Participates in various student panels to provide student viewpoint to prospective applicants about the DPT program.
- Gives campus tours and welcomes visiting students.
- Communicates via telephone or email with prospective students who are unable to make campus visits as needed.

Student Representative to the Committee for Diversity and Inclusion (1)

This individual is elected by each class. The representative is responsible for the following:

- Serve as a liaison between DPT students and the Committee: offers recommendations to the committee based on an inclusive student perspective and disseminates information to students in an easily accessible platform and timely manner
- Provide feedback to the full committee (during monthly meetings as schedule permits) or committee chairperson (at least 3 days prior to scheduled committee meeting)
- Serve as a key point of contact for current and prospective students regarding diversity and inclusion, and provide a confidential sounding board for any questions or concerns raised
- Participate in program-related diversity and inclusion student activities (e.g., new student orientation, campus tours, and welcome visits) to ensure that program goals are adhered to and that student perspectives are represented
- Become familiar with campus resources in the area of diversity and inclusion (e.g., CU-AMC Office of Diversity and Inclusion)
- Participate in the CU School of Medicine Diversity Council (as schedule permits)

Class Professionalism Representatives (2)

- Provide a confidential sounding board to classmates regarding any concerns with professionalism, academic integrity, or class conduct.
- Facilitate a professional class culture inside and outside of the classroom.
- Be a resource for classmates with questions about honor code or professional conduct.
- Hold a meeting to discuss and set class expectations for professional behaviors and class culture (probably for the first-years)
- Provide a means for students to give feedback about professional or honor code issues (periodic meetings, survey, etc.), chosen by class
- Facilitate discussion and awareness of how student conduct impacts the way the physical therapy profession is perceived in interdisciplinary settings on campus
- Attend meetings with the Student Promotions Committee to discuss any concerns about class culture and professionalism.

Communications Officer (1)

- Attend monthly meetings to discuss and contribute students' point of view to the newsletter (includes writing articles) and website development.
- Serve as a conduit for communication to faculty, students, clinical community, and alumni regarding promotional events, upcoming speakers, etc.
- Assist with monthly emails, social networking communication, including overseeing the student blog, community awareness of our program and profession.

University and Campus Committees

APTA Governmental Affairs Representative (2)

- These representatives are responsible for sharing the responsibilities of this position and communicating relevant information to all students in the CU PT Program. They must be APTA members.

State

- Participate in APTA Colorado Chapter- Governmental Affairs Committee (GAC)
- Attend quarterly meetings or conference calls when the state legislature is *not* in session

- Attend meetings *approximately every 2 weeks* January through April while the state legislature is in session
- Organize CU PT Student Legislative Day/Advocacy Day with the reps from the other classes (spring semester), CU PT faculty and CO Chapter lobbyists.

National

- Communicate with the CO Chapter APTA Federal Affairs Liaison regarding federal legislative issues pertinent to PT and students in particular.
- Gather and disseminate relevant information from the APTA website on issues relevant to PT and students in particular.
- Encourage students to be involved in state and federal legislative issues and to advocate on behalf of the profession

General

- Participate with the class APTA representatives and class officers to coordinate PT month activities that will occur each October.

Colorado Chapter APTA Student Special Interest Group (St SIG) Liaison(1)

- This individual is elected from their class to represent the CU PT Program and their class in the Colorado Chapter APTA. (Note: The Student SIG elects its own leadership at the annual SIG meeting – student members of the Colorado Chapter APTA are eligible and encouraged to run for these offices.). This person must be an APTA member.
- Attends Colorado APTA Student SIG meetings and reports to class
- Coordinates APTA student membership drive by encouraging student membership in the APTA across the CU PT student body
- Plans and coordinates Physical Therapy Month activities in conjunction with other APTA Class representatives and CU Governmental Affairs Representatives (October).

CU Student Senators (2)

- The Student Senate is the primary interprofessional decision-making body on campus, with a strong emphasis on promoting volunteer activities. Senators must attend all Senate meetings on campus. Failure to represent one's class at these meetings can result in a percentage loss of student fees that are awarded to one's class every semester.
- Represent the Physical Therapy Program at bimonthly meetings and report to class regarding on-campus activities.
- Senators are expected to participate in at least one of 6 sub-committees – Student Life, Philanthropy, Diversity, Legislative, Finance, and Communications.
- Address concerns and ideas for improving student life on campus.
- Discuss and vote on new ideas, such as new student organizations and campus-wide initiatives to improve student experiences, and pass updates onto classmates.

CU Physical Therapy Alumni Association Liaison (2)

- Attends Physical Therapy Program alumni board meetings.
- Serves on an alumni board sub-committee
- Contributes to alumni newsletter and promotes student fund-raising in the newsletter.
- Promotes and attends student-alumni activities.

Inter-professional Education Student Representatives (2)

- Serve as a liaison between IPE Council and DPT student class for IPED Courses

(Spring 1 and Fall 2)

- Attend IPED Student Representative Committee Meetings, which are held 1-2 times in the Spring and Fall semesters.
- Attend the IPED debriefings, which occur following weekly IPED sessions (Wednesday 5-5:30 pm)

Center for Bioethics and Humanities Student Advisory Board Representative (1)

- Attend lunch meetings once a month
- Advise CBH on programming that is relevant to students and help plan/organize events where applicable
- Serve as a link between CBH and the Physical Therapy Program students
- Advertise and help promote CBH events and programming to fellow student

Other Offices/Positions

Fundraising (2)

- Organize fund-raising events to earn money for class expenses. Examples include: graduation regalia, social activities and class gifts.
- Organize merchandise ordering, sales, and distribution with vendors.

Community Service Officers (2)

- Organize community service opportunities for current students.
- Maintain current list of opportunities in the community for students.
- Serve as student liaison if there is an interest in new community service opportunities.
- Meet with faculty to discuss current/new community service opportunities.
- Serve as liaison for the community requests or activities that involve PT student volunteers

Optional Offices

Class Photographers (2)

- Record all students at class activities and events such as legislative day, field trips, labs, etc. (photographs and/or video)

Social Committee (2)

- Plan events for holidays and end of semester celebrations that can include students from all classes and could include families and friends if supported by the class. Additional social events may include a Welcome to the incoming class and a farewell event for the 3rd year class prior to CE III.

Request for Absence Forms

REQUEST FOR ABSENCES DUE TO PERSONAL CIRCUMSTANCES OR PROFESSIONAL OPPORTUNITIES

Student must complete this form for approval. The form is then to be submitted to the Chair of the Absence Committee.

Student Name: _____ *Date of request:* _____

Year of Graduating Class: _____ **Advisor:** _____

Statement of request (e.g. *Specific assessment/course to be missed, exam date or CE dates*):

Rationale for request:

Committee use from this point forward

Committee Process Completed:

- ☐ Discussed request with involved course coordinator
- ☐ Met with/discussed with student requesting

Absence Committee Decision:

- ☐ Student request is denied.
- ☐ Student request is granted. (*See below*)

Plan of action:

Committee Comment

Technical Standards for Admission, Promotion, and Graduation

Technical Standards for Admission, Promotion, and Graduation

I. Introduction

These technical standards support the admission, promotion, and graduation of the University of Colorado Physical Therapy Program. Physical Therapy (PT) is an intellectually, physically, and psychologically demanding profession. It is during the rigorous "lock-step" longitudinal curriculum that the student begins to develop the qualities necessary for demonstrating the knowledge, skills, abilities and professional behaviors of a physical therapist. Physical therapists must demonstrate the ability to practice safely and effectively in accordance with the technical standards that follow.

For purposes of this document and unless otherwise defined, the term "candidate" means candidates for admission to the physical therapy program as well as enrolled students who are candidates for promotion and graduation.

II. Reasonable Accommodations

The University of Colorado Physical Therapy Program is committed to diversity and to attracting and educating students who will make the population of healthcare professionals more representative of the state and the nation. The PT Program is committed to excellence in accessibility and encourages students with disabilities to disclose and seek accommodations.

Candidates should review the technical standards to determine if they require accommodation(s) to fully engage in the curriculum of the PT Program. If accommodations may be needed, the candidate should contact the [Office for Disability, Access and Inclusion \(ODAI\)](#) to confidentially discuss their accommodation needs. Given the clinical nature of the PT Program, additional time may be needed to implement accommodation(s). Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

Candidates for the Doctor of Physical Therapy (DPT) degree must be able to meet the minimum standards (described in Section III below), with or without reasonable accommodations, for successful completion of degree requirements.

III. Standards

Observation

A candidate must be able to use observation skills in all didactic and clinical learning environments, including but not limited to, lectures, laboratory dissection of anatomical donors, clinical simulations, and demonstrations of clinical skills. Observation, includes

but is not limited to, assessment of movement, gait, edema and skin changes, recorded digital and waveform readings, and other graphic or measurement images to determine a patient's condition. Observation requires vision, hearing, and somatic sensations, or the functional equivalent.

Communication

A candidate must be able to communicate effectively and sensitively with patients to elicit information regarding affect and functional activities, as well as perceive non-verbal communications. Candidates must also be able to communicate effectively and efficiently in person, virtually, and in writing with interprofessional colleagues to convey information essential for safe and effective care.

Motor

A candidate must possess sufficient motor function to effectively manage the patient encounter from patient examination through intervention. Candidates must be able to provide general and therapeutic care that is safe for the patient, any caregivers, and themselves. This includes, but is not limited to, the performance, description or direction of others to safely lift, transfer, guard, and position patients. In addition, many physical therapy interventions require advanced hands-on skills to safely perform patient care including manual therapy, wound debridement, and treatments that use accessory devices.

Intellectual-conceptual, integrative, and quantitative abilities

To effectively solve problems, a candidate must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. The candidate must be able to synthesize knowledge and integrate relevant aspects of patient history and examination to develop an effective treatment plan. Candidates must be able to comprehend and analyze spatial relationships of anatomical structures and systems as they pertain to human movement.

Behavioral and Social Attributes

A candidate must possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients, interprofessional colleagues, and other health care providers. Candidates must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical care of, and communication with, patients and their family/caregivers.

Ethics and Professionalism

A candidate must maintain and display ethical and moral behaviors commensurate with the role of a physical therapist in all interactions with patients, faculty, staff, students, clinical colleagues, and the public. The candidate is expected to understand the legal

and ethical aspects of the scope of physical therapy and function within the legal, ethical standards, and core values of the physical therapy profession.

_____ I have read the Technical Standards and understand the minimum
(initial) requirements. I know how to access accommodations if I determine I may need any to fully engage in the PT Program.

_____ I will contact the PT Program Director of Student Affairs and/or my faculty
(initial) advisor within 5 business days if my ability to meet these minimum standards, with or without accommodation, should change while I am an enrolled student.

Date: mo/day/year

Leave of Absence Request Form



Physical Therapy

SCHOOL OF MEDICINE

UNIVERSITY OF COLORADO

ANSCHUTZ MEDICAL CAMPUS

Leave of Absence Form

Upon receiving Program approval for your Leave of Absence (LOA), this form needs to be signed by all of the following individuals/department representatives and returned to the Program Director for final approval. This process is to ensure that both you and the appropriate institutional representatives understand and have discussed potential consequences of this leave. **For a complete understanding of the Leave of Absence Policy and Procedure, refer to your Policy and Procedures Manual.**

Student Last Name, First M.I. Student Identification Number Date

Forwarding Address/Phone/Email

Current DPT Status: ☐ 1st Year ☐ 2nd Year ☐ 3rd Year Class of 20____

LOA Begin Requested: ☐ Spring ☐ Summer ☐ Fall Effective: ____/____/____

Term you plan to return: ☐ Spring ☐ Summer ☐ Fall 20____ Year

New Graduation Date: ____/____/____

***It is the student's responsibility to inform Program, in writing, regarding intentions at least 60 days prior to planned return. Student will be automatically withdrawn from program if they do not contact Program with planned return details within that time.

LEAVE OF ABSENCE INFORMATION AND CRITERIA

- Due to curriculum constraints, leaves of absence are granted for a maximum of 1 year.

- Reason for Leave of Absence (check one):

____ Need to Address Academic Performance Deficits

____ Need to Address Clinical Performance Deficits

____ Personal/Other Reasons, check one: • Military • Family Obligations • Financial • Other

(Student must attach a written statement containing an explanation for requesting a Personal leave of absence.)

***Please note that all health related Leave of Absence requests should be handled through the CU Anschutz CARE Team [Medical Leave of Absence Form](#)

- Is student a student worker? **YES NO** If yes, email angela.vondra@cuanschutz.edu

____ I understand that taking a Leave of Absence could have an effect on my eligibility for Student Health Insurance. (please initial)

January 2021



Physical Therapy
SCHOOL OF MEDICINE
UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

Leave of Absence Form

PROGRAM SIGNATURES:

If Leave of Absence is not approved, explanation will be attached and communicated to the student:

PT Program Director

Date

STUDENT SIGNATURE:

Student Signature

Date

Print Student Name

For Office Use Only:

Effective Date of LOA ____/____/____ Updated DPT Curriculum Sheet Rec'd: YES NO

Departments Contacted: Financial Aid ☐ Bursar ☐ Student Insurance ☐ Registrar ☐

Processed by: _____ Date: _____

☐ For Personal LOA Student's Written Statement received by (Initials) _____

cc: ☐ Student File ☐ Registrar's Office

☐ Mailed to Student