

# STUDENT HANDBOOK

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Department of Physical Therapy  
2022 - 2023



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## PURPOSE OF STUDENT HANDBOOK

This handbook provides you with the policies and procedures specific to the Department of Physical Therapy. Please familiarize yourself with the content and use this document as a reference. The handbook provides you with all the necessary information related to being a student in the DPT program, the School of Health Professions, the College of Health Sciences, and Samford University.

Students are expected to know both academic and non-academic regulations and policies found in the Department of Physical Therapy Student Handbook and the Samford University Student Handbook.

The Department of Physical Therapy reserves the right to change the policies, procedures, rules, regulations, and information in the Department of Physical Therapy Student Handbook at any time. Changes to this handbook and the Samford University Student Handbook become effective at the time the proper authorities so determine, and the changes apply to both prospective and currently enrolled students.

Students will be informed via class e-mail lists when additions, deletions, and/or changes are made to the Department of Physical Therapy Student Handbook. The latest version of the Department of Physical Therapy Student Handbook can always be found on the Doctor of Physical Therapy (DPT) Program's website, at <http://www.samford.edu/healthprofessions/physical-therapy/>.

# INTRODUCTION TO SAMFORD UNIVERSITY

## A Brief History of Samford University



Samford University is the largest privately supported and fully accredited institution for higher learning in Alabama. Samford University was chartered in 1841 as Howard College in Marion, Alabama, about 80 miles southwest of Birmingham. It was originally named for the British social reformer, John Howard (1726-1790), who had no connection with the college but was an international personality of Christian charity. Howard died in Russia, strongly advocating more humane prisons, and his statue was one of the first installed in St. Paul's Cathedral, London.

The college was moved to Birmingham in 1887 to a site near the present-day airport in the East Lake section. In 1957, it moved to its present campus in the municipality of Homewood. The buildings are uniformly of Georgian-Colonial design. The location was chosen by the firm of Olmstead Brothers, successors to Frederick Law Olmstead, who designed Central Park in New York and many other public spaces.

In 1965, having added the Cumberland School of Law in 1961, the institution reorganized as a university and took the name of a prominent family as Samford University. Today, the institution includes the School of the Arts, Howard College of Arts and Sciences, Brock School of Business, Beeson School of Divinity, Orlean Bullard Beeson School of Education, Cumberland School of Law, and the College of Health Sciences with Ida V. Moffett School of Nursing, McWhorter School of Pharmacy, the School of Public Health and the School of Health Professions.

Samford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Samford University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

Samford University has a close relationship to the Alabama Baptist State Convention.

## Mission Statement of Samford University

The mission of Samford University is to nurture persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career, and ethical competency while encouraging social and civic responsibility, and service to others.

## Core Values of Samford University

The Samford community values lifelong:

- Belief in God, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord
- Engagement with the life and teachings of Jesus
- Learning and responsible freedom of inquiry
- Personal empowerment, accountability, and responsibility
- Vocational success and civic engagement
- Spiritual growth and cultivation of physical well-being
- Integrity, honesty, and justice
- Appreciation for diverse cultures and convictions
- Stewardship of all resources
- Service to God, to family, to one another, and to the community

## *Vision Statement of Samford University*

Anchored in Christian understanding, Samford University will be a diverse community, stressing vigorous learning and personal faith in the Baptist tradition. Within that commonality, the community will be innovative in teaching, learning, and research; sensitive to global issues; aggressive in self-assessment and continuous improvement. Faithful to its mission, Samford will be known and acknowledged worldwide by holding to its core values. The world will be better for it.

### **Mission Statement of the College of Health Sciences**

The mission of the College of Health Sciences is to prepare graduates in an interprofessional, Christ-centered learning community to promote and improve the health and well-being of individuals and communities. The College of Health Sciences emphasizes healing the body, nurturing the mind and inspiring the spirit through rigorous academics, local and global service and innovative scholarship.

### **Core Values of the College of Health Sciences**

- Christian Ethos
- Interprofessional Collaboration
- Innovation
- Excellence
- Lifelong Learning
- Servant Leadership
- Diversity
- Advocacy

### **Vision of the College of Health Sciences**

The College of Health Sciences is an educational leader that prepares graduates to live out a vocational call to serve individuals, populations and organizations. Our graduates are distinguished by their ability to integrate emerging technologies with practice wisdom, demonstrate leadership, work collaboratively and care for the whole person.

# INTRODUCTION TO THE SAMFORD DPT PROGRAM

## DPT Program Mission Statement

Anchored in Christian values, we transform lives through service and education.

## DPT Program Statement of Philosophy

The Department of Physical Therapy, its faculty, and its students are called to serve persons in need through the profession of physical therapy. PTs are trained to diagnose movement dysfunction and provide evidence-based interventions that maximize physical function. At Samford University, we also value the faith and spiritual growth of our patients and emphasize these principles through ethical practice with a primary focus of improving the overall quality of life. The faculty believe a faith-based education which emphasizes compassion, caring, service, and a balanced life with broad social and cultural interests best prepares students for physical therapy practice.

Doctors of Physical Therapy are autonomous practitioners and can provide initial access into the health care system. Today, health care spans the continuum from health promotion to prevention to rehabilitation for persons across the lifespan. As a result, a PT may serve multiple roles. To serve patients best, PTs will need to work collaboratively with other health care providers, community leaders, and organizations. Using the International Classification of Functioning (ICF) Framework, the APTA's Patient/Client Management Models, and the core competencies for Interprofessional Education Collaborative (IPEC) as the theoretical foundations of care, the PT relates interventions to impairments in body functions and structures, activity, and participation while considering the contextual differences of the patient, culture, social setting, psychological influences, and economic constraints with a team of health care providers.

The DPT curriculum represents the dynamic interaction of foundational and diagnostic sciences with patient-client management and service to person and community. The core curricular philosophy places emphasis on preparing students to become collaborative, patient-centered health care providers. We are preparing students to be lifelong learners with attention paid to the health and wellness needs of their patients and the communities in which they live. We believe that doctoral level education is a collaborative experience where faculty and students work together to facilitate learning and personal growth. We expect students to assume responsibility for learning and pursue their education at the depth and breadth appropriate for a clinical doctorate candidate. The educational environment should promote evidence-based decision making while allowing for diverse perspectives and learning styles with a common goal of serving persons in need. The environment should promote personal empowerment, and both personal and professional accountability as well as responsibility.

The philosophy of the DPT program mission is anchored in Christian understanding and ethical and moral values. It is guided by an adherence to contemporary practice expectations and normative models of physical therapy education. Doctor of Physical Therapy graduate

education preparation is based in evidence and aligned with both contemporary practice expectations and models of examination, evaluation, diagnosis, prognosis, interventions, and outcomes within a framework of ethical and compassionate care. The curriculum is designed to develop the habits of students becoming consumers and researchers seeking knowledge and incorporating evidence into clinical practice and scholarship. Students will engage in clinical practice with students from other disciplines and will train with evidenced-based practitioners demonstrating collaborative communication with other care providers and community organizations as described in the Guide to PT Practice (<http://guidetoptpractice.apta.org>).

## DPT Program Faculty

### *Core Faculty*

**Scott Bickel**, PT, PhD, FACSM  
Director of Scholarship and Service,  
Director, Office of Faith and Health,  
Professor  
PhD: University of Georgia  
MPT: Old Dominion University  
BS: Ohio University

**Dana Daniel Blake**, PT, DPT, OCS, MTC  
Director of Clinical Education,  
Assistant Professor  
DPT: College of St. Scholastica  
MS: University of Alabama at Birmingham  
BS: Samford University

**Kelly Atkins**, PT, DPT, PhD  
Assistant Professor  
PhD: University of Alabama at Birmingham  
DPT: University of Alabama at Birmingham  
BS: University of Iowa

**Andrea Bowens**, PT, DPT, OCS  
Associate Professor  
DPT: University of Florida  
BS: University of Florida

**Maegan Powell**, DPT, PCS  
Assistant Professor  
DPT: University of Alabama at Birmingham  
BS: Louisiana Tech University

**Sarah Ross**, PT, DPT, GCS, CEEAA  
Associate Professor  
DPT: College of St. Scholastica  
MPT: Marquette University  
BS: Marquette University

**Will Scogin**, Sc.D., DPT, OCS  
Assistant Professor  
Sc.D.: Texas Tech University Health Sciences  
Center  
DPT: The University of Alabama at  
Birmingham  
BS: University of Alabama

**Nick Washmuth**, PT, DPT, OCS, DMT  
Associate Professor  
DMT: Ola Grimsby Institute, Orthopedic  
Manual Therapy Residency  
DPT: Washington University in St. Louis  
BS: University of Florida

### *Adjunct Faculty*

**Amanda Lane**, DPT  
Instructor  
DPT: University of Alabama at Birmingham  
BS: Samford University

## DPT Program Goals

Program Goal 1: Advance physical therapy practice and education.

Program Goal 2: Promote evidence-based physical therapy practice.

Program Goal 3: Serve communities to improve health and wellness.

### EXPECTED PROGRAM OUTCOMES

#### **Program Goal 1: Advance physical therapy practice and education.**

Faculty Goal 1.1: Faculty will advance the profession of physical therapy.

Faculty Goal 1.2: Faculty will emphasize patient-centered care and ethical decision-making.

Faculty Goal 1.3: Faculty will utilize innovative educational strategies.

Student Goal 1.1: Students will develop the entry-level skills necessary for physical therapist practice.

Student Goal 1.2: Students will participate in the advancement of physical therapy education.

Graduate Goal 1.1: Graduates will demonstrate the knowledge, skills, and abilities necessary for physical therapist practice.

Graduate Goal 1.2: Graduates will participate in physical therapy education.

Graduate Goal 1.3: Graduates will advance the profession of physical therapy.

#### **Program Goal 2: Promote evidence-based physical therapy practice.**

Faculty Goal 2.1: Faculty will develop new knowledge through scholarship.

Faculty Goal 2.2: Faculty will integrate evidence throughout curricular and co-curricular activities.

Student Goal 2.1: Students will participate in the development of new knowledge through scholarship.

Student Goal 2.2: Students will utilize evidence throughout curricular and co-curricular activities.

Graduate Goal 2.1: Graduates will demonstrate evidence-based physical therapy practice.

#### **Program Goal 3: Serve communities to improve health and wellness.**

Faculty Goal 3.1: Faculty will utilize their professional skills to serve communities.

Faculty Goal 3.2: Faculty will integrate health and wellness concepts into curricular and co-curricular activities.

Student Goal 3.1: Students will serve the health and wellness needs of diverse communities.

Student Goal 3.2: Students will address the physical therapy needs of medically underserved areas.

Graduate Goal 3.1: Graduates will utilize their professional skills to serve communities.

## Accreditation/CAPTE

The accrediting body for physical therapy academic preparation programs is the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, Virginia, 22305; phone: (800) 999-2782; [accreditation@apta.org](mailto:accreditation@apta.org). Accreditation is required for eligibility to sit for the licensure examination, which is mandatory in all states.

### Statement of Accreditation

The Doctor of Physical Therapy program at Samford University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100 Alexandria, Virginia, 22305; phone: (800) 999-2782; website: <http://www.capteonline.org>.

The Department of Physical Therapy is committed to maintaining complete compliance with all accreditation criteria as prescribed by CAPTE. This includes but is not limited to timely submission of all required documents including:

- Annual Accreditation Reports (AAR)
- Self-study Reports
- DPT Program data related to admission, graduation, and outcome measures
- Timely submission of all fees associated with CAPTE accreditation
- Timely notice of any planned or unexpected substantive DPT Program changes
- Timely notice of institutional factors which may affect the DPT Program
- Timely remediation of any situation which may result in CAPTE non-compliance

The department chair or its designee(s) is responsible for maintaining compliance with CAPTE. The faculty are responsible for mapping curriculum content to the CAPTE criteria and designing learning experiences to meet curricular objectives and assess learning outcomes. The students are encouraged to provide constructive feedback concerning learning experiences, to actively engage in learning experiences to be successful graduates, and to meet graduate outcomes.

### CAPTE Complaint Process

CAPTE considers complaints about programs that are accredited or are seeking accreditation by CAPTE, and complaints about CAPTE itself.

#### Formal Complaints About Program

CAPTE has a mechanism to consider formal complaints about physical therapy education programs (PT or PTA) that allege a program is not in compliance with one or more of CAPTE's Evaluative Criteria or has violated any of CAPTE's expectations related to academic integrity. CAPTE will consider two types of complaints: those that involve situations subject to institutional due process policies and procedures and those that involve situations not subject to due process procedures.

If the complainant is involved with an institution/program grievance subject to due process and

procedure, CAPTE requires that the process be completed prior to initiating CAPTE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner as defined in the institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials.

If the complaint is related to situations that fall outside of due process policies and procedures, the complaint may be filed at any time. CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concern(s).

In order for CAPTE to consider a formal complaint, several conditions must be met:

- The complaint must be specifically linked to the relevant Evaluative Criteria (PT or PTA) or to the integrity statements
- The complainant must have exhausted all remedies available through the institution, if appropriate
- The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant
- The event(s) being complained about must have occurred at least in part within three (3) years of the date the complaint is filed

In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria. CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint.

To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at (800) 999-2782 or at [accreditation@apta.org](mailto:accreditation@apta.org).

CAPTE acts on formal complaints twice a year, in April and October/November, at its next regularly scheduled meeting following receipt of the complaint. The timelines involved in the complaint process are such that complaints received between January 1 and June 30 will be considered at the October/November meeting and complaints received between July 1 and December 31 will be considered at the April meeting.

#### Anonymous Complaints About Program

Complaints that are submitted anonymously are not considered to be formal complaints and will not be reviewed by CAPTE. Depending on the circumstances and severity of the complaint, it may or may not be forwarded to the program for information purposes only. The decision to forward is made by the Director of the Accreditation Department. A record of anonymous

complaints will be maintained by the Department of Accreditation.

#### Complaints About CAPTE

Anyone may file a signed complaint about the agency with CAPTE. Complaints about the agency's criteria, its procedures or other aspects of the agency's work, including its staff and volunteers, will be considered by CAPTE. To be considered as a formal complaint against CAPTE, however, a complaint must involve issues other than concern about a specific program action.

Complaints must be submitted in writing. The event(s) being complained about must have occurred at least in part within one (1) year of the date the complaint is filed. The complaint must be identified as a complaint and submitted independent of any other documentation submitted to CAPTE.

The complaint must:

- Set forth and clearly describe the specific nature of the complaint
  - Provide supporting data for the charge
  - Specify the changes sought by the complainant
  - Identify the person making the complaint
- Complaints should be submitted to:

**The Department of Accreditation APTA  
3030 Potomac Ave., Suite 100  
Alexandria, Virginia, 22305**

## Plan of Study

### *Year 1:*

#### Summer 1:

PHTH 610 Human Anatomy (6)  
PHTH 611 Neuroscience (4)  
PHTH 701 PT Practice: Management/Plan & Delivery of Care (1)  
PHTH 731 PT Exam 1 (4)

#### Fall 1:

PHTH 620 Histology/Physiology (3)  
PHTH 631 Human Movement Science 1 – Exercise Physiology (3)  
PHTH 632 Human Movement Science 2 – Biomechanics/Motion Analysis (4)  
PHTH 691 Evidence-Based Practice and Research Design (2)  
PHTH 732 PT Exam 2 (4)

#### Spring 1:

PHTH 621 Pathophysiology (3)  
PHTH 633 Human Movement Science 3 – Motor Control (2)  
PHTH 692 Evidence-Based Practice (2)  
PHTH 702 PT Practice: Health Promotion, Fitness, and Wellness (1)  
PHTH 733 PT Interventions (4)  
PHTH 741 Patient Client Management – Acute Care to Community (4)

### *Year 2:*

#### Summer 2:

PHTH 641 Interprofessional Practice (1)  
PHTH 651 Pharmacology (1)  
PHTH 780 Health Care Service/Field Experience (4)  
PHTH 781 Professional Internship 1 (4)

#### Fall 2:

PHTH 622 Pathophysiology 2 (2)  
PHTH 634 Human Movement Science 4 – Motor Development and Motor Learning (3)  
PHTH 652 Differential Diagnosis and Clinical Reasoning (2)  
PHTH 761 Patient Client Management - Pediatrics (4)  
PHTH 771 Patient Client Management - Spine (5)  
PHTH 791 Capstone Project 1 (1)

#### Spring 2:

PHTH 653 Advanced Differential Diagnosis & Imaging (2)  
PHTH 681 Teaching and Learning 1 (1)  
PHTH 703 PT Practice: Leadership, Administration, & Finance (3)

PHTH 762 Patient Client Management - Young Adults (5)  
PHTH 772 Patient Client Management – Lower Quarter (5)  
PHTH 792 Capstone Project 2 (1)

*Year 3:*

Summer 3:

PHTH 642 Interprofessional Practice 2 (1)  
PHTH 682 Teaching and Learning 2 (1)  
PHTH 763 Patient Client Management - Older Adults (5)  
PHTH 773 Patient Client Management – Upper Quarter (5)  
PHTH 793 Capstone Project 3 (1)

Fall 3:

PHTH 782 Professional Internship 2 (6)  
PHTH 783 Professional Internship 3 (8)

Spring 3:

PHTH 784 Professional Internship 4 (10)

## Academic Calendar

The DPT program operates on a trimester system. The 12-week summer term begins in May and ends in early-August. The fall semester begins in late August and ends in mid-December. The spring semester begins in January and ends in early-May. The current and future CHS Graduate Academic Calendars can be found at: <https://www.samford.edu/events/academic-calendar>.

### *University Observed Holidays*

- New Year's Day
- Martin Luther King, Jr. Day
- Easter Monday
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving Day
- Christmas Day

Additional days off at holiday seasons, fall break, and spring break are decided upon by the administration on a year-to-year basis. These days and the conditions under which they are given are announced as each season approaches and may vary.

## Curricular Model

Samford DPT program's curriculum is delivered over nine semesters, including thirty-six weeks of full-time clinical education. The DPT program blends multiple curriculum models, using traditional lectures and labs, case studies, problem-based learning, team-based learning, flipped classrooms, and experiential learning. The program also utilizes several frameworks as a foundation for teaching content related to physical therapist practice. These frameworks include the APTA Code of Ethics, the APTA Guide to PT Practice, the Interprofessional Education Collaborative's Core Competencies, and the Hypothesis Oriented Algorithm for Clinicians (HOAC II). Four curricular threads are woven throughout the curriculum: service, wellness, collaboration, and evidence-based decision-making. Each of these threads has a designated course within the plan of study but is also integrated into other curricular and co-curricular activities.

The program sequences courses to progressively advance concepts and curricular content throughout the curriculum. The course sequence is designed with basic science courses in the beginning semesters, laying the foundation for the more advanced clinical knowledge and skills developed with the subsequent patient/client management (PCM) courses. Therefore, as students progress through the curriculum, learning objectives, class activities, and assessments increase in complexity. The sequencing of courses also facilitates content integration across the curriculum. Curricular content learned in basic science courses, such as anatomy, physiology, and neuroscience, is reintegrated into PCM courses. In other instances, courses offered in the same semester draw upon shared concepts to advance students' knowledge and skills. For example, students' understanding of human anatomy is integrated into their learning of tests and measures in PT Exam 1, and diagnoses presented in Pathophysiology 2 inform their decision-making in Differential Diagnosis and Clinical Reasoning. The sequencing of curricular content is also intentionally integrated into experiential and service-learning activities.

## Professional Internships

Professional internships are full-time, supervised professional experiences in a health care setting to provide students with the opportunity to apply previously acquired knowledge & skill to client care. Emphasis is on applying acquired knowledge and skill for examination, evaluation, care planning, and intervention techniques. Experiences include care of problems related to musculoskeletal, neuromuscular, cardiovascular/pulmonary, and integumentary systems. Experiences in supervision, consultation, research, management, and teaching, when available, are also included. **See the *Clinical Education Handbook* for more information regarding Professional Internships.**

## Service Learning

Students will have the opportunity to participate in formal service learning during their second summer semester as part of the PHTH 780 Health Care Service/Field Experience course, as well

as throughout the three-year DPT Program. During their Health Care Service/Field Experience course, students will be working full time in environments to serve persons in need. Students will work with community service providers in the Birmingham area, around the state, nationally, and internationally with the primary aim of assisting in service delivery related to the health and wellness of underserved populations.

# SAMFORD UNIVERSITY POLICIES

## Academic Integrity

A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be in keeping with the philosophy and mission of the University. At Samford, academic integrity is expected of every community member in all endeavors and includes a commitment to honesty, fairness, trustworthiness, and respect.

The University Statement on Academic Dishonesty is as follows: students, upon enrollment, enter into a voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity, respect knowledge, and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also are deficient in the scholarly maturity necessary for college study. Those who engage in academic dishonesty are subject to severe punishment. Any act to obtain an unfair academic advantage like the acts described in Article VIII is considered dishonest.

Academic Integrity Violations are acts of academic misconduct. The term academic integrity violation includes, but is not limited to, the following acts:

1. Offering for course credit as one's own work, in whole or in part, the work of another.
2. Plagiarism, that is, incorporating into one's work and submitting to others (either for course credit or some other university sanctioned purpose) passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with appropriate quotation marks, footnotes, or other appropriate written explanation.
3. Offering one's work for course credit or other university sanctioned purpose work that one previously offered for course credit in another course or other university sanctioned activity, unless one secures permission to do so prior to submission from the instructor in whose course the work is being offered or the person in charge of the activity.
4. Obtaining an unauthorized copy of a test or assignment in advance of its scheduled administration.
5. Taking an examination (or other evaluative instrument, exercise, or competition) for another student or knowingly permitting another person to take an examination (or other evaluative instrument, exercise, or competition) for oneself.
6. Giving, receiving, or obtaining information pertaining to an examination (or other evaluative instrument, exercise, or competition) during an examination or exercise period, unless such action is authorized by the instructor giving the examination or the person in charge of the exercise or competition.
7. Divulging the contents of an essay or objective examination or other evaluative exercise or competition to a student who has not taken the exam or engaged in the exercise or competition.
8. Taking, keeping, misplacing, or tampering with the property of Samford University, a faculty member, or another student, if one knows or should reasonably know that one

would, by such conduct, obtain an unfair academic advantage. This section is intended to include, but not be limited to, material in a university library.

9. Failing to follow the instructions of a professor in completing an assignment or examination or of a person or entity in charge of an exercise or competition, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage.
10. Witnessing conduct which one knows or should reasonably know is dishonorable and failing to report it.
11. Altering or falsifying academic or student record documents such as transcripts, change of grade forms, University excuses, and add/drop forms.
12. Giving or receiving unauthorized assistance on an examination, assignment, project, or other academic assignment.
13. Making a false report of academic dishonesty.
14. Fabricating, falsifying, or misrepresenting data, results, analyses, or other studies, presenting the results of research or studies not actually performed, or manipulating or altering data to achieve a desired result, including the failure to report or suppressing conflicting or unwanted data.
15. Violating a Code of Conduct applicable to a program in which the student is enrolled that relates to academic integrity.
16. Violation of HIPPA Rules.
17. Falsifying clinical records (Case numbers, hours practice, etc.) and clinical evaluations.

Please review the *Academic Integrity Policy Governing Graduate & Professional Students in the College of Health Sciences* for information on the procedures and possible sanctions involved with a violation of academic integrity.

## Code of Values

### Statement of Values Preamble

We, as the Samford University community, affirm the value of a peaceful and purposeful community, founded on the moral and ethical integrity of students, staff, and faculty. We commit ourselves to the Christian values on which Samford University was founded. We expect that our commitment to mutual responsibility and a spirit of cooperation will create a community that is orderly, caring, and just. The purpose of this statement is to affirm those basic principles that underlie the rights and responsibilities of the university community.

### Values Violation

The following are examples of behaviors that violate the University Code of Values. Any student who has been determined responsible for violation of a Code of Values may be subject to university sanctions that range from a warning to university expulsion. See the *Samford University Student Handbook* for additional information concerning Values Violations and the Values Violations process.

Value: Worth of the Individual

- Harassment

- Hazing
- Inappropriate Sexual Behavior
- Assault
- Stalking
- Relationship Violence

Value: Self-Discipline

- Lewd and Indecent Conduct
- Gambling
- Disorderly Conduct
- Possessing, Consuming or Distributing Alcoholic Beverages
- Distributing Alcoholic Beverages to Underage Persons
- Intoxication
- Underage Possession of Consumption of Alcoholic Beverages of Alcoholic Paraphernalia
- Possessing or Using Illegal Drugs
- Distributing Illegal Drugs
- Possessing or Using Drug Paraphernalia

Value: Integrity

- Academic Dishonesty
- Fraud
- Dishonesty

Value: Respect for Property and the Environment

- Smoking Policy
- Stealing or Possession of Stolen or Lost Property
- Vandalism
- Setting a Fire and Arson
- Tampering with Fire and Safety Equipment
- Possessing Firearms or Weapons on Campus
- Possessing or Using Fireworks on Campus
- Unauthorized Entry
- Stealing or Unauthorized Use or Possession of Money or other Negotiable Instruments

Value: Respect for Community Authority

- Aiding, Abetting, or Conspiring
- Violating Residence Hall Visitation Guidelines
- Computer Misuse
- Reckless Behavior
- Insubordination
- Demonstrations
- Driving While Impaired
- Creating a Nuisance with Noise
- Committing a City, State, or Federal Crime

## Drugs And Alcohol Policy

To comply with the requirements of the Drug Free Schools and Communities Act Amendments of 1989, 20 U.S.C., Section 1145q, and the Drug Free Workplace Act of 1988, 41 U.S.C., Section 701, et. seq, Samford University has adopted a Drug and Alcohol Policy that the use of illicit drugs or alcohol by faculty, staff, or students or in connection with or affecting any school-related activity is strictly prohibited. The full policy and standards of conduct can be found in the *Samford University Student Handbook*.

## Equal Opportunity

Samford University complies with applicable laws prohibiting discrimination, including applicable provisions of and amendments to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries and concerns regarding this policy may be directed to the vice president for business affairs or general counsel, Office of Business and Financial Affairs, 200 Samford Hall, Birmingham, AL 35229, 205-726-2811. This notice is available in alternative formats upon request.

## Family And Education Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, was enacted by Congress to give a measure of control to education records. In general terms, FERPA gives college students the rights to (1) control the disclosure of their educational records to others, (2) inspect and review their own educational records and (3) request that their education records be amended. These rights are personal to the student and not the student's parents or legal guardians. The rights granted by FERPA continue until the earlier of the student's death or the destruction of the subject records. The full FERPA policy can be accessed in the *Samford University Student Handbook*.

## Inclement Weather

Inclement weather or other events beyond the control of the University that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal University operations, including cancellation of classes or events; the calendar schedule may be adjusted.

## Inclusive Language Statement

Language-how it is used and what it implies-plays a crucial role in Samford University's mission to "nurture persons." Because verbal constructions create realities, inclusive language can uphold or affirm those whom we seek to nurture, while exclusive language can damage or defeat them. We, therefore, actively seek a discourse in our University community that supports the equal dignity and participation of men and women; we seek to avoid verbal constructions that diminish the equal dignity of all persons. It is an affirmative-and affirming-

part of our mission to educate students, staff, and faculty in the creation of a community of equality and respect through language.

### **Sexual Discrimination and Misconduct Policy**

The mission of Samford University (“Samford” or the “university”) is “to nurture persons in their development of intellect, creativity, faith and personhood. As a Christian university, the community fosters academic, career and ethical competency while encouraging social and civic responsibility and service to others.” Consistent with, and in furtherance of the Christian objectives and purpose of Samford, this policy prohibits specific forms of behavior that violate Title IX of the Education Amendments of 1972 (“Title IX”) and/or Title VII of the Civil Rights Act of 1964 (“Title VII”). Any such conduct will be dealt with promptly and fairly in accordance with this policy. In addition, this policy requires the university to fulfill certain obligations under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”), as amended by the Violence Against Women Reauthorization Act of 2013 (“VAWA”), and other applicable laws.

Clear and effective policies are essential to the identification and elimination of sexual discrimination and misconduct, and equitable procedures are essential for the timely resolution of complaints. All Samford community members are encouraged to participate in creating and fostering a safe and respectful campus environment by assuming responsibility for their personal conduct in conformity with this policy, reporting the conduct of others that may violate this policy, and taking reasonable actions to prevent acts that are prohibited in this policy.

This policy provides Samford community members with the structure, tools, and guidance to assist those who have experienced or been affected by sexual misconduct, whether as a complainant, a respondent, or a third party. The full policy can be found online at <https://www.samford.edu/files/Sexual-Discrimination-and-Misconduct-Policy.pdf>.

## PT DEPARTMENT ACADEMIC POLICIES

### Registration

The Director of Graduate Admissions and Student Services in the SHP is responsible for coordinating the registration process for DPT students. The Enrollment Management office will register the students each semester and will send an email to the student's Samford email account indicating when the process is complete.

### Assessment Policies

#### *Grading Scale*

The faculty of the School of Health Professions employs the following grading scale:

90-100	A
87-89.9	B+
80-86.9	B
77-79.9	C+
70-76.9	C
< 70	F

Professional Internships      Pass(P)/Fail(F)

#### *Grade Appeals*

If a student has concerns or questions regarding an examination or assignment, he/she must request an appointment with the course faculty in writing within seven (7) days of posting of the examination or assignment grade.

An initial grade may be challenged by a student before the beginning of classes of the next full semester. Summer term grades must be appealed by the beginning of Fall term. All petitions must be made first in turn in writing to the instructor, chair, and dean. All appeals must be written and demonstrate and document an unusual circumstance that warrants a review of the grade and evidence of the grade s/he believes should have been given by the instructor. The student must include the full and complete grounds for the appeal in the initial appeal. Each subsequent appeal must include the previous appeals and responses by University representatives. If each of these three in turn denies the appeal, the student may appeal to the university registrar. The registrar will convene a subcommittee of the Faculty Academic Affairs Committee who will weigh the appeal. The results of this subcommittee's decision are final.

#### *Didactic Evaluation*

Evaluation of didactic performance is by academic achievement in the classroom and/or assigned work from faculty that culminates in a course grade. Grading of academic achievement is outlined in each course syllabus. The number of assessments, type of assessments, and the percentage of the final course grade will vary from course to course.

Students are expected to complete all quizzes and exams in the allotted time and turn in assignments within the prescribed time frame. Students are expected to discuss any delinquency in turning in assignments with the appropriate course faculty and make arrangements for a subsequent deadline. An extension on assignment(s) is given at the discretion of the course faculty. A request by the student does NOT guarantee an extension will be granted.

The primary purpose of exams is to assess the student's comprehension, integration, and application of the course material to the practice of PT. Exams assist faculty in determining the readiness and safety awareness of the student for PT practice. Assessment increases in level of complexity as the student progresses through the DPT Program, culminating in integration, interpretation, and synthesis of all prior coursework. Skills assessments and exams must be completed successfully to continue in the DPT Program.

Skills assessments are pass/fail as they are designed in a way that the student must perform the skill correctly in order to pass. These skills assess understanding, knowledge, psychomotor, and interpersonal skills associated with Fink's taxonomy. Students will not be adapting these skills to new or unique situations, nor designing or constructing something new related to examination or interventions. If multiple skills assessments occur within a course, a student must pass one skills assessment before attempting another skills assessment. Students can retake a skills assessment twice, for a total of three attempts. If they do not pass the skills assessment on their second attempt, they are immediately placed on academic probation and required to meet with the course coordinator or designee and develop a plan for remediation. The remediation must be signed and agreed upon by the student, course instructor, DCE, and Chair. If the student does not follow the agreed upon plan, they are at risk of not being placed for the upcoming internship. If they fail the skills assessment on their third attempt, they are subject to dismissal. Students must pass all skills assessments to pass the course, and students must pass all skills assessments prior to taking the end of semester Practical Examination.

No student will be able to successfully complete the course with a grade of less than 80% on a practical exam relevant to the course. Failure to perform the practical examination in a safe manner can also result in a failure of the exam. Should a student score less than 80% on a practical examination, he/she will be required to meet with a faculty member to receive feedback on their first attempt and take a make-up practical examination with the instructor of record or another qualified instructor. They are allowed one retake. The time of the retake is at the discretion of the course instructor. The second exam is scored with the same rubric utilized the first time and students are expected to not score below 80%. However, the grade entered to calculate the final grade will start from 80%. For example, if the student misses 5% points on the retake, the score entered for the practical exam to calculate the semester average is 75%, even though they scored 95% on the rubric.

All exams will be administered under the following protocol:

- All belongings should be stored away in backpacks and placed at the back of the classroom.

- All electronic devices, including but not limited to cell phones, smart watches, and calculators, should be removed and properly stored during exams.
- Students cannot leave the testing room without permission from the exam proctor. Failure to notify the exam proctor prior to leaving will result in the student's exam being scored at the point the student left the room.

PT students must participate in all simulations throughout the program. Individual exceptions may be made for extenuating circumstances. All students must demonstrate preparation and satisfactory performance on each simulation to remain in good standing in the program. If the simulation is graded, the simulation must be passed with greater than or equal to an 80%, or a competent rating. If a student is excused from a simulation event, does not demonstrate preparedness or a satisfactory performance, or does not receive a passing grade, remediation work or a repeated simulation activity may be required to meet the progression standard.

If the simulation is graded and a student scores less than 80%, he/she will be required to meet with a faculty member to receive feedback on their performance. A make-up simulation with the instructor of record or another qualified instructor will be arranged. Only one retake is allowed. The time of the retake is at the discretion of the course instructor. The second simulation is scored with the same rubric utilized the first time and students are expected to not score below 80%. However, the grade entered to calculate the final grade will start from 80%. For example, if the student misses 5% points on the retake, the score entered for the simulation grade is 75%, even though they scored 95% on the rubric. If the student fails to sufficiently pass the simulation on the second attempt, he/she will be placed on academic probation and further remediation will be determined by the faculty.

#### *Exam Review Policy*

Every exam, quiz, skill assessment and practical will be available for electronic review on a student's personal computer one time between the time of the exam and the end of the semester. Each faculty member will set up a time for the review. If a student is unable to review at the allotted time, he/she may contact the faculty member and request to review later.

Once a student has reviewed their exam electronically, they may be able to view a paper copy with the key at a later time.

Keep in mind that the password given to review your exam at the scheduled time should NEVER be shared with anyone and the exam may only be reviewed on your computer during the allotted time set by the faculty member. Sharing passwords or attempting to access exams after the set review time will be treated as academic dishonesty.

#### *Problem Resolution*

Students should initially discuss problems/issues/concerns with the individuals involved, typically the faculty member teaching the course. If this communication does not lead to a resolution, or such a discussion is not deemed appropriate, the student may submit a written

complaint through the University Student Complaint form, linked here:  
<https://www.samford.edu/departments/student-support/>

## Academic Progression

To be a student in good standing and progress in the DPT Program, students must meet the following progression standards:

- A completed Samford Health Form (with all required immunizations) updated annually and on file in University Health Services and the SHP
- Active health insurance while enrolled at Samford
- Basic Life Support Cardiopulmonary Resuscitation (BLS-CPR) Certification (every 2 years)
- HIPPA/OSHA/Infectious Disease certification (yearly)
- Adhere to the Code of Ethical/Professional Conduct as specified in the *Samford University Student Handbook*
- Submit to a background check and drug testing as requested. Obtain an acceptable result prior to matriculation, as required by a facility placement, at random, or for cause (see substance abuse policy)
- GPA of a 3.00 or higher.
- No less than a B in each course in the curriculum.
- A “pass” in all skills assessment and practicals
- A “pass” in Professional Internship Courses according to CPI Grading Standards and other requirements

DPT students must successfully complete all semester coursework before progressing to the next semester. Individual exceptions may be made for extenuating circumstances. These requests must be submitted to the DPT Chair. At the approval of the DPT Chair, an incomplete grade (INC) may be awarded if the student has done work that would earn a passing grade in the course but they failed to complete some portion of the required work because of an emergency. In this case the work can be completed without further class attendance. An INC grade automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given.

### *Dismissal Policy*

To progress in the DPT program, students must maintain a grade point average  $\geq 3.00$ , earn B's or higher with no less than a B for course grades during the three-year DPT Program, and pass all skills assessments, practicals, exams, and PI. Each student's academic standing in the DPT Program will be reviewed at the conclusion of each semester. If students fail to meet progression standards, they are subject to dismissal from the DPT Program.

Students may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the Department of PT faculty with approval of the Dean of the SHP or the Provost. There is no guarantee that a student will be readmitted. Students will be obligated for complete tuition payments for any enrolled semester. For students readmitted to

the DPT Program, tuition costs will be at the tuition rate in place at the time of readmission.

Students must be aware that matters of unprofessional (including unethical/illegal), or unsafe conduct may result in probation or immediate dismissal from the DPT Program. A student may be dismissed from the DPT Program for any, but not limited to, of the following clinical practices:

1. Unsafe practice
2. Professional error or poor professional judgment affecting patient safety
3. Inability to cooperate with faculty, clinical faculty (CI/CCCE), peers, patients, or facility staff
4. Habitual tardiness or absenteeism
5. Practicing physical therapy outside the confines of the DPT Program or without proper supervision
6. Consistent lack of preparation for clinical experiences
7. Evidence of drug or alcohol abuse
8. Falsification of records
9. Medication diversion
10. Unprofessional behavior, including unethical or illegal behavior

### Professional Conduct

Students are expected to exhibit professional behaviors that comply with Samford DPT program policies, Samford University policies, the APTA Code of Ethics, and the APTA Core Values.

#### *Professional Behavior Violations*

- First offense – When a faculty member observes a student action that is a possible violation of expected professional standards, the faculty member will contact the student directly to discuss the issue. The faculty member will also document the incident and meeting and report to the Program Director.
- Second offense – If a faculty member observes a repeated student action in violation of the professional standards, the student will be required to meet with the faculty member. The student will also receive a written warning with a contract identifying a corrective plan that must be completed to remediate his/her behavior. The faculty member will document the offense and the agreed upon plan of action and report to the Program Director.
- Third offense – In the event that a student fails to meet the expected standards of professional conduct on a third occasion, a formal review of the student's pattern of unprofessional behavior will be conducted and may result in probation or dismissal from the DPT program. Procedures for student notification, hearing, and appeals are outlined in the "Values Violation Process" of the Samford University Student Handbook.

### Students With Disabilities

The DPT Program endorses Samford's commitment to students with disabilities. SHP will provide accessible programs, services, activities and reasonable accommodations for any

student with a disability as defined by Section 504 of the Rehabilitation Act of 1973, and by the Americans with Disabilities Act (ADA) of 1990.

Physical therapy is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Qualified individuals are those who satisfy admission requirements and who can perform essential functions of the DPT Program with or without reasonable accommodation or modification.

Students must satisfy the Essential Performance Standards of physical therapy students (see DPT Essential Functions).

#### *Accessibility and Accommodations*

To be eligible for DPT Program accommodations, students must self-identify through Accessibility and Accommodations (AA), who will determine eligibility for services. Once eligibility for accommodations is determined by AA, it is the student's responsibility to request appropriate accommodations. If these standards cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty reserves the right to withdraw the student from the program.

AA provides accommodations for qualified students and applicants with disabilities. Student or applicants with disabilities should contact AA for an appointment and provide appropriate documentation for post-secondary education. Reasonable accommodations are provided on a case-by-case basis and must pertain to the functional limitations of the disability upon the individual.

Students and applicants with disabilities who seek accommodations must make a request by contacting the Section 504/Accessibility and Accommodation Coordinator:

**Director of Accessibility and Accommodations**

**Dwight Beeson Hall 105**

**Phone number: 205-726-4892**

**E-mail: [access@samford.edu](mailto:access@samford.edu)**

A faculty member will grant reasonable accommodations only upon written notification from AA. Applicants in need of a disability accommodations may contact the university's Section 504/Accommodations Coordinator prior to application or after acceptance to the university.

After reasonable accommodations are determined, the Accessibility and Accommodations, located in Dwight Beeson Hall, Room 105, provides students with an accommodation letter. The letter is emailed to the student for submission to the professor. Students may either forward the letter electronically or print the document presenting it to the instructor. For subsequent semester accommodation letters, students should check their Samford email on the first day of class. It is the responsibility of the student to meet promptly with professors, providing a copy of the accommodation letter for each semester in which requesting accommodations.

Registered students may also request accommodations at any point during the term. **However,**

**students that do not give sufficient notice of accommodation requests are not guaranteed optimal accommodations will be implemented.** Students have an obligation to inform Samford University in a timely manner of accommodation requests.

Students' responsibilities with accommodation requests are as follows:

1. Meet with AA to discuss accommodation requests if not already registered with AA for official accommodations.
2. AA will prepare and email to you an accommodation letter for distribution to the professors of each course for which accommodations are requested.
3. Discuss how accommodations will be implemented with the professor of the course. AA is available to offer suggestions to the student and faculty member.
4. Test proctoring is available in the AA Test Proctoring Center if the student needs adaptive technology, a reader, or if the professor is unable to provide test proctoring. Remind the instructor of exam accommodations, have him/her complete test proctoring forms, and schedule exams in the AA Test Proctoring Center no later than one week before exams. Exams are scheduled in the AA Test Proctoring Center on a first come, first serve basis. Students may schedule exams in the AA Test Proctoring Center ONLY upon submission of a completed Test Proctoring Form available on the AA website under Current Students>Schedule Exams>Online Services.
5. Report any problems with accommodation implementation in writing to AA.

Students are highly encouraged to discuss accommodation letters with professors before accommodations will be implemented. **Professors are not obligated to provide accommodations until they are notified by official letter to do so.** Also, accommodations are not retroactive. In other words, faculty members are not obligated to accommodate prior exams, assignments, or any course related activity from before an accommodation letter is delivered and discussed.

Current policies, forms and documents, and information about disability resources can be found at the Samford website <https://www.samford.edu/departments/disability-resources/> and in the *Samford University Student Handbook*.

Inquiries and concerns regarding this policy may be directed to the vice president for business affairs or general counsel, Office of Business and Financial Affairs, 200 Samford Hall, Samford University, 800 Lakeshore Drive, Birmingham, AL 35229, 205-726-2811.

### Distance Education

Online courses may be delivered using a blend of student-to-student interaction, student-to-content interaction, and instructor-to-student interaction through synchronous and asynchronous activities. Synchronous activities refer to live, real-time interactions between students or between students and the instructor(s). Such activities may include virtual conferences, faculty office hours, small group meetings, chat rooms, collaborative assignments, or telehealth simulations. Asynchronous activities are those that do not require students to participate at a specific time. These activities may include threaded discussion boards,

individual or group assignments, recorded lectures, video recordings, contributing to class notebooks, or other online tools.

### *Student Authentication*

Samford values a campus community that encourages personal growth and academic development in an atmosphere of positive Christian influence. We affirm the necessity of academic standards of conduct that allow students and faculty to live and study together. We value the fair and efficient administration of these standards of conduct. Secondary to the physical separation of students in Samford distance education courses, all credit-bearing courses offered through distance education methods must verify that the student who registers for a course is the same student who participates in and completes the course and receives academic credit. Several methods will be followed in the verification of identify:

1. An individual secure login (i.e. Samford username) and password for accessing e-mail, course materials, assessment software, and grades
2. Proctored examinations utilizing Exam Soft with video monitoring
3. Instructor and other pedagogical related practices in verifying student identity

According to the Higher Education Opportunity Act of 2008 (HEOA), the student's privacy must be protected at all times. Student users are responsible for any and all uses of their account. Student users are responsible for changing their passwords frequently in order to maintain security. When students fail to read stated policies regarding the security of their privacy, this will not exempt them from personal responsibility.

A proctored exam or activity is one that is overseen by a faculty member who monitors or supervises a student while he/she is taking a quiz or examination or completing an online activity. Supervision is conducted through password-protected video conferencing that must display the student's workspace through the entirety of the assessment. The proctor is responsible for overseeing the assessment process, the identity of the student(s), and ensuring all assessment policies of the department are upheld. The instructor and/or proctor will notify students ahead of time the arrangements for attending a proctored exam or activity. All computer-based assessments will use a secure, password-protected testing software, ExamSoft. The program will notify all registered and enrolled students of any projected costs to students associated with technology to verify student identity and provide a secure assessment platform.

### *Responsibilities*

Technology plays a heightened role in general communications as well as in teaching and learning in the online environment. Therefore, DPT students enrolled in online courses are responsible for obtaining required equipment and accounts for participating in online courses. Equipment needed to participate in these courses include a computer with an internal or external webcam and microphone and a strong Wi-Fi signal. To ensure students can access course materials and engage in online courses, students should ensure their devices meet the computer requirements listed on the [Graduate Student Services site](#). The university and the

Department of PT should provide faculty and students with the appropriate training to use technological approaches during distance education coursework offered. Additional technological support can be accessed through Samford's Technology Services. Lastly, students are responsible for frequently checking accounts for communication from faculty, the department, and university.

Students who are registered in online courses are required to complete all asynchronous course content and attend all synchronous live sessions. Students are also expected to participate in class discussions and engage in the asynchronous course activities. To ensure students meet course objectives and desired learning outcomes in the online environment, faculty may require all students to be visible on camera during synchronous class activities and may include course participation as part of the grading requirements. In addition, to assess students' engagement, faculty members may access students' activity data for any Canvas course and any user enrolled in a Canvas course for which the faculty member has instructor permissions. Students are expected to maintain policies related to professional behaviors, attire, and communication in their online courses as they would on-campus.

The course content and objectives for distance learning courses shall be equivalent to the course content and objectives provided in on-campus courses. Additionally, student performance in distance learning courses will be assessed in methods equivalent to that of on-campus courses. Course material taught in an online format may be included in future assessments of student learning to determine the achievement of program objectives and retention of curricular materials. For those courses requiring additional on-campus activities, the course instructor will communicate to students a schedule for timely completion of these course-required activities. All faculty will utilize teaching approaches that promote academic integrity and students will be responsible for upholding the academic integrity policies as set forth in the *Academic Integrity Policy Governing Graduate & Professional Students in the College of Health Sciences*.

## Attendance

Attendance is required for all class sessions. Consider that you are now beginning your professional career. Similar to the workplace, attendance is mandatory, and any absence requires an explanation and notification. Additionally, students are expected to be punctual and prepared for all classes (classroom or online), laboratory activities, and internships, and to participate in all class discussions.

It is important to arrive for class on time and stay until the end of class to avoid disruption of others' learning experience and out of respect for the students, guests, and faculty. If tardiness or early departure is unavoidable, written or phone communication to the course coordinator should be made as soon as safely or reasonably possible. Excessive unexcused lateness and/or early departures are considered unprofessional conduct. Thus, an unexcused tardy will be considered an unexcused absence and will result in penalties as described below.

In the event of extenuating circumstances, students must notify the course instructor as soon as possible and make arrangements for any make-up work. For planned absences, students must send written communication to their course instructors at the beginning of the semester and check for any conflicts prior to making plans to miss class. In the event of an unplanned absence, students should alert course instructors in writing as soon as safely or reasonably possible. For instance, if a student feels ill or has seen a physician regarding a medical condition and is deemed contagious, the student should stay home from the school/internship; however, the student should notify the faculty as soon as possible, preferably prior to class. Faculty may require proper documentation to substantiate any absences the student feels should be considered excused.

Absences due to jury duty, health conditions, personal/family events beyond the student's control, participation in university-sponsored activities when the student is representing the university in an official capacity, and other circumstances in which faculty grant the student permission are considered excused absences. In these instances, instructors will devise a system for reasonable accommodation, for example, allowing for dropped exams/quizzes, make-up exams/quizzes, rescheduling of student classroom presentations, or early or later submission of written assignments. It is the student's responsibility to contact the appropriate faculty members at the beginning of the semester to arrange a satisfactory plan to make up class work or tests missed because of an excused absence. Failure to do so may affect the student's course grade. Faculty may choose to alter the format of any assessments or make-up work to ensure the student's accomplishment of the learning objectives. Scheduling of a completion date for these make-up activities is by agreement between the faculty member and the student.

All absences/tardies other than those listed above are considered unexcused. In the event of an unexcused absence from class, it is the student's responsibility to review all course material presented in class and demonstrate adequate mastery of concepts or skills covered during the absence. Faculty are not required to allow the student to make up any written or skills assessments, presentations, or assignments for absences that are considered unexcused. In this professional program, more than one unexcused absence per semester is considered excessive. Therefore, students may be allowed to make up any missed assessments or assignments only on the first unexcused absence of the semester. Any additional missed assessments or assignments after the initial unexcused absence will be counted as a zero grade. Furthermore, each additional missed course session that has no graded assessments or assignments will result in a five-percentage point reduction from the student's semester grade in the course.

Students who are registered in web-enhanced or online courses are expected to complete all required coursework through electronic forums. Online class attendance will be assessed by completion of all course assignments by the published due date and time. See "Distance Education" section for detail. Students who are enrolled in professional internship courses should refer to the *Clinical Education Handbook* for specific attendance policies.

The student is to follow the inclement weather policy of Samford during the didactic portion of the DPT Program. Information regarding the status of the university is available on the inclement weather hotline (205-726-4636). In the event of inclement weather that results in unsafe travel conditions to an internship site, the student should contact the internship site as soon as possible and follow the facility's policy. (The inclement weather policy of facilities should be reviewed during PI orientation for the facility.) If the inclement weather subsides and safe travel conditions are restored, the student should contact the CI to determine if attendance is recommended or expected. (Also see Inclement Weather Policies)

### Leave of Absence

Extenuating circumstances that require extended periods of absence, such as illness, personal circumstances, maternity, etc. will be considered and handled on a case-by-case basis by the DPT Chair. Leave of absence requests should be directed to the attention of the DPT Chair. Students who wish to drop all courses should formally withdraw in Student Records.

Students who take a leave of absence or withdraw from the DPT Program may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the DPT faculty with approval of the Dean of the SHP.

### Dress Code

Personal appearance is the first impression you make about yourself to others. The department is located on campus with other members of CHS where students will be in contact with health professionals and the public. As DPT students, you are seen as representatives of the PT profession. It is expected that the dress of DPT students impress an attitude of professionalism. Therefore, adherence to the dress code is mandatory for students. No dress code can cover all contingencies; therefore, students must exert a degree of judgment in their choice of clothing to wear to class or during patient care activities. If you have questions regarding what is acceptable, professional attire for class or clinic, please consult a faculty member.

#### *Professional Attire – Classroom*

Business-casual attire is required for attendance in the classroom. Specifically, clothing should be clean, neat, in good condition, and follow the following guidelines:

- Blouses, dressy shirts, and sweaters for women that provide full coverage of the trunk and chest. Shirts should not be form fitting.
- Sleeveless shirts or dresses for women must have straps that are at least 3-inches in width
- Men are required to wear collared shirts or polos tucked into pants
- All students must wear cotton slacks or dress pants; conservative skirts and dresses are acceptable for women, but the length should be no shorter than 2 inches above the knee
- All hair and men's facial hair must be groomed and neat in appearance

The following attire are NOT PERMITTED at any time:

- T-shirts
- Shirts with spaghetti straps, off the shoulder, cut outs, or ones that expose undergarments or bra straps
- Pants or shirts with fraying, tears, or holes
- Cargo pants, jeggings, leggings, or other form-fitting pants. If leggings or form-fitting pants are worn, they MUST be accompanied by a dress or long shirt/tunic that goes down to at least mid-thigh
- Blue denim jeans (except when allowed on Fridays)
- Shorts
- Flip flops, dirty or tattered shoes, or outdoor sandals
- Hats

*Professional Attire –Patient Care (Practicals and Off-campus facilities)*

When students are working with members of the community, either in the classroom, or activities held on or off campus, students should adhere to the professional attire described above with the following additional guidelines:

- Name badges are required at all times
- Slacks or long dress pants only - no skirts, dresses, or shorts
- Jewelry should be kept to a minimum to avoid risk of injury to the patient and/or the student. The only visible body piercing permitted is in the ears.
- Shoes must have closed toes and closed heels for safety. Shoes should not have a heel greater than 1 inch. Clean athletic shoes are permitted. Rubber soles are preferred.
- All tattoos must be concealed
- Hair is clean and arranged so as not to interfere with patient care or the student's vision. Long hair should be tied back.
- Fingernails must be short – no long or artificial nails for patient safety and infection control

The following attire are NOT PERMITTED at any time:

- Form-fitting shirts, t-shirts, and sleeveless shirts
- Cargo pants, jeggings, leggings, any denim, and form-fitting pants
- Sandals, dirty or tattered shoes, and shoes with a heel height greater than 1 inch
- Dangling jewelry, bracelets, long earrings, fashion rings, or long necklaces. Please take steps to prevent sharp edges or protrusions on rings from injuring patients.
- Chewing gum

*Lab Attire*

- Department-issued Samford PT athletic shorts and shirts
- Thick sports bra or conservative swimsuit top for women under t-shirt
- Tennis shoes with socks
- NO leggings/jeggings/yoga pants
- During colder months, students are permitted to wear a sweatshirt and sweatpants over their lab attire

- Students will be assigned a locker on campus in which to store lab attire

#### *Anatomy Lab Attire*

- Scrub top and bottom OR any clothes chosen by the student within the current dress code requirements (these will be thrown out after the semester)
- Shoes with closed heels and toes
- Gloves (provided by the department)

#### *Simulation Floor Attire*

- Department-issued Samford PT polo
- Cotton khaki, navy, or black slacks
- Tennis shoes with socks
- Hair is clean and arranged so as not to interfere with patient care or the student's vision. Long hair should be tied back.
- Samford SPT name tag should be worn at all times

Course faculty will discuss the required attire for specific classes/labs.

*NOTE: When students are on campus after hours, they are expected to be in either Professional Classroom Attire or Lab Attire.*

## Communication

All students in the DPT Program are expected to demonstrate a satisfactory command of English in oral and written work with accommodations if necessary. Students may be required to take special courses in writing as a condition of their continuance in the DPT program.

DPT students are expected to develop and subsequently demonstrate effective oral and written communication skills. Hallmarks of effective writing at the graduate level include being organized, concise, error-free, and properly citing any resource used. A DPT student will be creating a variety of written materials each semester, which may include any or all of the following:

- Documentation of patient/client management
- Literature reviews
- Evidence-based papers
- Reflection papers
- Power point presentations
- Letters of introduction

In addition to the quality of the content, the student will be evaluated on the quality of writing. All written work should be free of spelling errors, grammatical errors, and slang. Always proofread your documents. Refer to *PT Professional Foundations: Keys to Success in School and Career* by Kathleen Curtis for common grammatical errors to avoid. Another text to reference would be *Style: Toward Clarity and Grace* by Joseph Williams.

Students are expected to meet the following expectations for any writing assignments (other than patient related documentation and short answer type questions on an exam) during DPT

coursework:

- All resources should be cited and referenced
- The Samford DPT Program expects the student to follow the format of the American Medical Association (AMA). Refer to the following text:
  - *AMA Manual of Style: A Guide for Authors and Editors*. 10th ed. New York: Oxford Press; 2007
- Students should adhere to all course-specific assignment guidelines listed in the course syllabus or posted with the assignment

## Student Safety

Courses throughout the curriculum require practice of hands-on assessment and treatment techniques on another person. Students are expected to participate in the role of the therapist and the patient/client. Participation in these laboratory activities is an integral component of the collaborative learning process, allowing students to provide immediate peer-feedback. However, the practicing of these skills creates concerns for student safety. It is the student's responsibility to communicate with faculty and peers regarding his/her inability to safely participate in practical coursework. Prior to students' engagement in laboratory activities involving manual mobilizations and manipulations to the spine and extremities, students are required to verbalize consent to the patient role. A student may withhold participation as the patient for safety reasons without any prejudice or penalty. If a student is injured while participating in course-related activities, the Course Coordinator will complete an Accident/Incident Report (see Appendix) and return to the Administrative Assistant with 24 hours.

### *Use and Maintenance of Equipment*

All students, faculty and staff are required to properly use and maintain equipment in the lecture room, laboratories, and other spaces within the DPT Program. The DPT Program staff will perform regular checks of equipment to include mechanical and electrical equipment. Electrical and mechanical equipment used by students is inspected and calibrated for safety by Performance Health on an annual basis. All DPT students, faculty, and staff are responsible to report any equipment that needs repair to the Manager of Technology Services as soon as possible to avoid injury. If equipment is in need of repair, a sign will be placed on the equipment that denotes "out of order – do not use" for safety purposes. A Samford employee or university designated service person will inspect electrical equipment yearly.

### *Use and Maintenance of Classrooms and Labs*

All students, faculty, and staff are required to properly use and participate in keeping the classrooms and labs neat and orderly. It is the students' responsibility to clean the classroom and lab areas in the following manner: return tables, equipment, and supplies to their original location **prior** to leaving class, and after independent study, extracurricular activities, open labs, and student meetings. This includes but is not limited to disinfecting plinths, returning furniture to its proper place, returning tools used in lab to their proper place, and placing linens in appropriate containers.

*PT Lab instructions:*

1. Plinths should be wiped clean with available supplies
2. Dirty linens should be placed in the appropriate bin
3. Storage area should be left neat and organized

*Anatomy Lab Instructions:*

1. Cadaver should be properly covered
2. All debris and liquids should be removed from the floor (mopped if necessary); floor should be left clean and dry for safety purposes
3. Biohazardous waste, including human material and excess fluids, should be properly disposed of in the red square biohazard boxes
4. Food and beverages are not allowed in anatomy lab.

Food and beverages (with a lid) are allowed in the classroom; however, this is a privilege that can be revoked if the classrooms are not kept clean.

### Student Responsibility and Records Maintenance

DPT Students are responsible for maintaining current proof of program requirements and uploading proof of program requirements to Exxat APPROVE for verification and use by the department.

*Immunizations*

DPT students in the SHP are responsible for maintaining health requirements. Upon acceptance to the SHP and before matriculation, the student should submit one completed copy of the **Samford Health Form** to Graduate Student Services and upload a copy of the form to Exxat APPROVE for use by the department. The Samford Health Form includes evidence of:

- *Meningitis Vaccination* - All students under the age of 22 are required to have a record of the Meningitis vaccination on file with the Samford Student Health office. Students cannot enroll in classes without this record.
- *Hepatitis B* series and/or titer (If you obtain the titer, a booster or additional series may be required if immunity is not achieved).
- *Tdap* Please note that the *Td* booster alone does not meet the requirements of most clinical sites.
- Two (2) *MMR* (only 1, if born before 1957)
- Negative TB skin test or negative chest radiograph (must be done annually)
- *Varicella Zoster* titer or history of (chicken pox) disease as medically documented by a licensed health care provider (vaccine will be required if immunity not achieved): official documentation must be provided in any case.
- Current year *flu vaccine*. You must have the flu vaccine each year during your time in the DPT Program so any activities in health care facilities that require the flu vaccine can be completed without delay. Refer to facility specific requirements for policies related to flu vaccinations.

SHP students are responsible for keeping current all immunizations as stated in our contract with health care agencies (requirements listed above with the addition of any requirements specific to a facility). The student will upload proof of each immunization/vaccine to Exxat APPROVE. The student shall keep original documentation for his/her personal records for future use. The SHP will not provide copies of file contents for employers, etc. Failure to do so will result in probation.

Students will be required to comply with the Samford policies on health risks to include immunizations, emergencies, and health and wellness. Please refer to: <https://www.samford.edu/departments/health-services> for further information about health services.

#### *Health Insurance Coverage*

Samford DPT Students are required to carry and to provide proof of current personal health insurance coverage as stated in the Samford University Student Handbook. Students with expired health insurance coverage will not be allowed to continue in the program and their unexcused absence will be handled according to policy. Student health insurance policy information can be found on the above linked health services website>Insurance, Billing & Cancellations>Student Insurance.

Students will assume any medical/emergency expenses related to illness or injury incurred during on or off campus activities and professional internships.

#### *Basic Life Support (BLS) for Health Care Providers Training*

All students are required to maintain Basic Life Support – Cardiopulmonary Resuscitation (BLS - CPR) for Health Care Providers certification from an approved provider, American Heart Association, or Red Cross. BLS-CPR will be offered to students prior to the first PI course (PHTH 781). Students are required to upload a copy of their BLS-CPR certification card to Exxat APPROVE for sharing with internship sites for compliance purposes. Students with expired BLS-CPR certification will not be allowed to begin their internship and their unexcused absence will be handled according to policy.

#### *Professional Liability Insurance Coverage*

Samford University provides basic liability insurance for students while in the program. However, additional professional liability insurance for clinical practice is required to be purchased by all DPT students. HPSO is an example of a company that provides liability insurance; however, you may use any company of your choice. Simply go online and purchase your coverage.

Liability insurance should meet the following requirements:

1. Occurrence type policy
2. Minimum coverage limits of \$1,000,000/\$3,000,000

### *Criminal Background Checks*

All DPT students will be required to submit and receive an acceptable criminal background check as a condition of enrollment and at random with or without cause for concern. Background investigations will be conducted via a contractual arrangement with an outside vendor prior to admission into the program. Some health care facilities may require additional background investigation(s) prior to permitting students to participate in onsite learning activities. DPT Program enrollment and PI facility placement are contingent upon completion and receipt of an acceptable criminal background investigation. Students may be required to provide proof of their acceptable criminal background check to PI sites upon request from the facility and pursuant to the affiliation agreement for that site.

### *Drug Screening*

All DPT students will be required to submit and receive an acceptable drug screen as a condition of enrollment and at random with or without cause for concern. Drug screens will be conducted via a contractual arrangement with an outside vendor prior to matriculation into the program. Some health care facilities may require additional drug screen(s) prior to permitting students to participate in experiential education activities. DPT Program enrollment and PI facility placement are contingent upon completion and receipt of an acceptable drug screen. Students may be required to provide proof of their acceptable drug screen to PI sites upon request from the facility and pursuant to the affiliation agreement for that site. Please refer to the substance abuse policy in this handbook for additional information related to drug screens.

Professional internship sites may require that a student's criminal background check or drug screen be rechecked. These rechecks may include additional screens not required by the Samford DPT Program upon admissions.

### *Required Training*

During orientation to the program, students will be required to complete training in OSHA, disease transmission/standard precautions, and HIPAA. This training is repeated annually for current students and must be completed by April 15th each year. The principles taught in these courses are to be applied throughout the program including on- campus and off-campus activities.

At the beginning of PHTH 610 – Human Anatomy course, students participate in a Formaldehyde Safety Presentation. All persons that may be exposed to formaldehyde, including students working in a gross anatomy laboratory, are required by the Occupational Safety and Health Administration (OSHA) to have training in the precautions and hazards of formaldehyde use.

Prior to the first day of a PI course in a new facility, the student must have completed and uploaded to Exxat APPROVE proof of insurance, life support training, OSHA, HIPAA, criminal background check, drug screening, and all necessary health documentation required by Samford including the Samford Health Form and any requirements specific to a health care facility. The documents uploaded to Exxat APPROVE will be shared with clinical faculty for facility compliance purposes.

## Substance Abuse Policy

The School of Health Professions recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the PT profession. SHP is committed to protecting the safety, health, and welfare of its faculty, staff, and students and those who come in contact with its faculty, staff, and students during scheduled learning experiences. Thus, the illicit use, possession, sale, conveyance, distribution or manufacturing of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs is strictly prohibited.

### *Statement of Purpose*

The intent of the Substance Abuse Policy is twofold: (1) to identify students who are chemically impaired and (2) help them to return to a competent and safe level of practice. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are conducted in good faith and with compassion, dignity, and confidentiality.

### *Drug Testing Procedures*

#### *When*

CHS requires a student to submit to drug testing under any or all of the following circumstances:

- Upon matriculation into the program
- Random testing with or without cause
- Prior to the start of clinical courses if required by the facility
- For cause (see Testing for Cause Statement)
- Part of a substance abuse recovery program

#### *Failure to comply*

Failure to comply with drug testing at the specified time without administrative permission may result in probation, suspension from clinical activities, and/or participating in class activities until testing is complete and non-positive.

#### *Cost*

The cost upon matriculation into the program is included in the student's fees. If the student is tested for other reasons, the student will be responsible for paying the cost for the urine drug screen at the time the test is administered, or this cost will be placed on the student's e-bill.

#### *Facility*

The Department of PT will utilize an external agency for collection of specimens, and this agency will perform testing at a determined laboratory based on the student's location preference, utilizing the laboratory's policies.

#### *Sample Collection*

An external agency will collect urine samples and follow the process and procedures for sample collection that are consistent with the contract between the agency and the Department of PT.

### *Substances*

Substance-related disorders are listed in the *Diagnostic and Statistical Manual of Mental Disorders, fourth edition, (DSM-IV)*. Substances of abuse are grouped into eleven classes: alcohol, amphetamines or similarly acting sympathomimetic, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics, or anxiolytics. Testing may include any of these drug categories. The SHP shall have the authority to change the panel of tests without notice to include other substances as suggested by local and national reports or circumstances.

### *Non-negative Results*

If a non-negative result is obtained, the results will be reported to Samford University administration, as necessary. Any PT student who tests non-negative for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription with valid dosage for the drug, is at risk of being in violation of the Alabama PT Practice Act and the Alabama State Board of PT Rules and Regulations and the Samford Drug Abuse Policy found in the Samford University Student Handbook.

### *Testing for Cause*

Any PT student suspected of abuse related to the use of drugs, including but not limited to alcohol, may be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on, but not limited to:

- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance
- A report of drug use provided by peers or other credible sources
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional
- Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while on a clinical site premise
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance in another legitimate jurisdiction

If a student or other third party witnesses another student in violation of the Department and University's "Substance Abuse Policy," it should be reported to the Chair of the Department of PT. Reports made to the Chair will be handled in a confidential manner.

Testing for cause will be conducted using the following procedure:

1. The student will be asked to undergo testing in accordance with policies and procedures developed by Universal Screening.
2. The student may be suspended from all classroom and/or clinical activities the case has been thoroughly reviewed by the chair of the Department of PT.
3. If the lab test is negative for substances classified in the *Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV)*, the student will be allowed to

return to class and clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).

4. If any part of the lab test is non-negative for substances classified in the *Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV)*, the student is in violation of the Department of PT Substance Abuse Policy and the Samford University Drug and Alcohol Policy. As provided in this policy in the section entitled, “Non-negative Drug Screen, Sanctions, Treatment, Referral, Re-application, Opportunity for a Re-Test”, violations will result in the implementation of disciplinary sanctions up to and including expulsion of the student (*Samford University Student Handbook*).

#### *Confidentiality*

All testing information, interviews, reports, statements, and test results specifically related to the individual are confidential. However, drug test results will be reported to officials of Samford University, as necessary. Records will be maintained in a secured location. While the issues of testing are confidential within the university community, the information regarding substance abuse and rehabilitation may be shared when the graduate applies for a license and may be shared with a parent or legal guardian subject to Family Educational Responsibility and Privacy Act (FERPA, 20 USC 1232g).

#### *Non-Negative Drug Screen*

A non-negative drug screen may result in three different actions from 1) Department of PT; 2) Samford University; 3) Referral to a Substance Abuse Treatment Program.

#### *Department of Physical Therapy*

Violations of the Substance Abuse Policy will result in disciplinary sanctions by the Department of PT. Samford considers a non-negative drug screen to be evidence of drug use/abuse by the student and so a student will be suspended from attending clinical and classroom activities. The student may also be ineligible to receive a letter of good standing from the chair of the DPT Program.

#### *Samford University*

In accordance with the *Samford University Student Handbook*, any student violating the “Drug and Alcohol Policy” will be subject to disciplinary procedures up to and including termination or expulsion. In addition, the violations of the *Samford Code of Values* may result in the imposition of disciplinary sanctions (“Code of Values” as printed in the *Samford University Student Handbook*). Action taken through the Student Values Process will be independent of action taken, if any, under the Substance Abuse Policy of the Department of PT.

#### *Referral to a Substance Abuse Treatment Program*

Any student with a non-negative drug screen may be required to take a leave of absence for the purpose of completing a substance abuse treatment program. Upon satisfactory completion of a program, the Department may approve the student’s readmission, starting with the semester at which they were granted a leave of absence.

#### *Opportunity to Request a Re-Test*

If a test result is non-negative, the student may request a re-test of the original urine sample. A student who desires to have the original sample re-tested must file a written request with the chair of the Department of PT within three (3) business days following notification of a non-negative drug test result. The student will be responsible for all costs of the re-test. If the re-test is non-positive the student will be reinstated.

#### *Incidence of Recurrence*

If a second non-negative test for substance abuse is found once a student is readmitted to the SHP, the student will be dismissed from the Department of PT and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the chair of the DPT Program.

#### *Student Release Form*

As a condition of progression, each student will sign the “Substance Abuse Policy Acknowledgment and Release Form” at the end of this handbook agreeing to adhere to the terms and conditions of the Substance Abuse Policy and Procedure.

#### **Off-Campus Travel**

Students may be required to participate in off-campus trips into the community as part of their learning experience at Samford. The students are responsible for their own transportation. There may be occasions where the DPT Program uses Samford-provided transportation to transport students. In this case, students will be notified in advance. All students must sign and return the Transportation Waiver form found in the appendices section of this handbook.

Students can be assigned to several PI sites that are out-of-town, defined as greater than 100-miles from campus. When a student is assigned to one of these sites, the expense of travel to the site and/or housing during the internship will be the responsibility of the student.

#### **Student Employment**

Enrollment in the DPT program is a full-time responsibility, and employment during the academic year or during clinical rotations is strongly discouraged. For students who do choose to be employed while enrolled in the DPT Program, academic activities and requirements must take precedence over employment activities. Missing classes for employment is not acceptable. Students should be aware that the DPT Program requires occasional evening and/or Saturday classes.

The Department of PT and Samford forbid the employment of PT students as PTs by title or function. Note: Employment by a PT facility is outside the scope of clinical education/PI coursework. Employment is not governed by any agreement between Samford and health care facilities. State law governs employment.

Although a student may be legally employed as support personnel (aide, technician), it is strongly discouraged while in the DPT Program. It is also important to note there are activities that a PT student may perform while supervised in a PI course that are illegal for support personnel to perform. These activities include performing PT examination/evaluation of patients and interventions/treatments that require the skill of a PT. In addition to violating state law, a student and facility could be in violation of the APTA Code of Ethics and payer guidelines, such as Federal Medicare laws. Violations could result in removal of the student from the DPT Program.

### Complaints Outside of Due Process

Any member of the public or any constituent of the Department of Physical Therapy has the right to file a complaint that is not otherwise covered by institutional or program policy. Complaints are filed by contacting the chairperson of the Physical Therapy Department. Such complaints are dealt with in the manner described below:

*Purpose:*

To handle complaints which are not otherwise covered by institutional or program policy.

*Goal:*

To investigate the complaint, to resolve the issue where appropriate and to bring closure through communication of complaint resolution.

*Procedure:*

The Physical Therapy Department Chair is notified of the complaint. Occasionally, a complaint may arise from another source, such as from a clinical education site to the Director of Clinical Education (DCE) or directly to the Dean of the School of Health Professions. Once the Physical Therapy Department Chair is made aware of the complaint, he or she does one of the following:

1. If the complaint is focal and may be resolved with one individual, the chairperson contacts the individual, investigates the complaint, proposes a resolution, and informs all parties of the resolution.
2. Complaints which cannot be resolved by a simple process or fall outside the realm of due process, such as complaints about the program as a whole or that involve more than one individual, or complaints about the department chair are referred to the SHP Dean's office. The complaint is discussed between the SHP Dean and Department Chair. The SHP Dean determines whether said complaint should be heard by the University Provost. As part of the discussion, fact-finding may be involved and individuals within SHP, CHS, and/or Samford can be tasked with investigating and reporting relevant facts. The SHP Dean will appoint an ad hoc committee that includes CHS administrators and faculty. They will discuss the matter, make a recommendation for resolution(s), and communicate the resolution(s) to the parties involved. The physical therapy department chair or his/her designee communicates the findings, and a written documentation is maintained in the department chair's office. Records of the complaint and all relevant findings will be maintained by the department on a secure, password protected, electronic file.

Complaints may be addressed to:  
Department of Physical Therapy – Chair  
School of Health Professions  
College of Health Sciences Samford University  
800 Lakeshore Dr.  
Birmingham, AL 35229

## PT DEPARTMENT PROFESSIONAL PRACTICE POLICIES

### Confidentiality

To remain in compliance with the federal Health Insurance Portability & Accountability Act (HIPAA) regulations and to respect the confidentiality of patient information, DPT students may not remove any patient protected health information (PHI) including patient health records or photos from the clinical site or physical therapy department. Any use of images or material containing confidential information will require a written consent and must comply with HIPAA and facility policies & procedures (see Appendix: *Consent and Release Form*).

Unauthorized disclosure of patient information may violate state or federal laws (including HIPAA), and unauthorized release of information may result in dismissal from school and legal action taken against the student.

Of note, HIPAA rules and regulations also apply to individuals, including students, faculty, and clinicians who volunteer to serve as demonstration subjects. No photos or video of any patient or patient records can be taken. Avoid having pictures taken of you during clinical experiences unless the photographer is authorized by the facility to take pictures and you are properly identified as a Samford DPT student by dress and Samford ID badge. **No information of any kind related to patients or your clinical experiences may be posted on social media.**

Students must respect facility specific information such as protocols and administrative information as confidential.

### DPT Essential Functions

#### *Communication*

Uses professionally appropriate verbal, nonverbal, and written communication with all individuals including faculty, fellow students, patients, clients, families, care givers, practitioners, consumers, payers, and policy makers when engaged in physical therapy practice, research, and education. Students must be able to:

#### Verbal:

- Express own ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback
- Receive and send verbal communication in emergency situations in a timely manner within the acceptable norms of clinical settings
- Analyze and communicate information on the patient's status with accuracy in a timely manner to members of the health care team, including seeking supervision and consultation in a timely manner
- Demonstrate interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist –patient relationships
- Communicate clearly and audibly during interactions with classmates, professors,

patients and members of the health care team

- Listen attentively and actively in order to receive and interpret oral communication
- Communicate effectively and sensitively in English with other students, faculty, staff, patients, family, and other professionals, in both oral and written formats
- Elicit a thorough history from patients; communicate complex findings in appropriate terms to patients and to various members of the health care team; articulate instructions for providing therapeutic interventions

Written:

- Receive, write, and interpret written communication in both academic and clinical settings
- Read and record observations and plans legibly, efficiently, concisely, and accurately in documents such as the patient's record, which may be written or electronic
- Complete reading assignments and search and evaluate the literature
- Complete written assignments and maintain written records, including both handwritten and electronic

Non-Verbal:

- Establish rapport with clients, caregivers and colleagues
- Observe patients for the purposes of eliciting information; accurately describe changes in facial expression, mood, activity, and posture; and perceive nonverbal communication
- Recognize and promptly respond to emotional communications such as sadness, worry, agitation, pain and lack of comprehension of therapist communication
- Use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching

*Motor*

Students majoring in physical therapy must possess a variety of gross and fine motor skills. These skills are reflective of the physical capacities required to perform the job of a PT in a wide variety of settings. Students must be able to:

- Maintain and assume a variety of positions including sitting for up to 2 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, turning and movement of the trunk and neck in all directions
- Perform manual material handling and manipulation of various sizes and weights, including lifting and transferring patients, guarding patients during gait training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance, and assisting in maneuvering patients. Specific requirements include:
  - Safely lift up to 50 lbs. independently
  - Safely lift up to 200 lbs. with assistance
  - Safely push and pull up to 200 lbs.
- Demonstrate strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise, bilateral gross and fine motor control and strength to perform therapeutic massage, and fine motor control to manipulate testing

instruments/equipment/ writing instruments/computers.

- Manually palpate various body structures during examination and intervention procedures
- Balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs
- Have sufficient endurance to continue performing a variety of exertion activities for up to 8-12 hours with occasional rest breaks
- Respond quickly to emergency situations by lifting/pushing/pulling patients, applying force to perform CPR, and assisting with transporting patients

### *Sensory Abilities*

Includes the ability to perceive all information necessary for effective patient/client management inclusive of functional use of vision, hearing, and tactile sensations. During classroom, laboratory, and experiential learning activities (including but not limited to participation in one-on-one interactions, small group discussions and presentations, large-group lectures, and patient encounters) students must be able to perceive the presentation of information through:

Visual observation of:

- Audiovisual presentations and written materials in lecture
- Laboratory demonstrations and procedures
- Patients/clients (at a distance and close at hand)
- Treatment equipment, inclusive of textual and graphic readouts, and environment (at a distance and close at hand)

Auditory ability for:

- Effective auscultation/auditory evaluation inclusive of, but not limited to: lungs, heart, apical pulse, blood pressure, joint noises, prostheses
- Environmental cues inclusive of but not limited to: phones, overhead paging systems, verbal communication in a setting with competing ambient noise

Tactile ability for:

- Appropriate feedback related to safe application of gradient pressures during examination and intervention (including but not limited to: palpation, manual muscle testing, joint mobilization, percussion, massage)
- Appropriate feedback for manipulation of dials, sensors, switches on all examination and therapeutic equipment

### *Affective*

Students must be able to:

- Possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt and safe completion of all responsibilities attendant to the diagnosis and care of patients and families
- Maintain mature, sensitive, and effective relationships with patients, students, faculty,

staff and other professionals in academic and clinical environments including highly stressful situations

- Possess the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways
- Understand that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others
- Possess the ability to reason morally and practice physical therapy in an ethical manner
- Demonstrate willingness to learn and abide by professional standards of practice
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, caring, fairness, responsibility, concern for others, accountability, interest, tolerance, and motivation
- Interact effectively with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds in a variety of settings
- Acknowledge and respect individual values and opinions to foster harmonious working relationships with colleagues, peers, and patients/clients
- Demonstrate the ability to be self-reflective
- Maintain general good health, self-care, and hygiene in order not to jeopardize the health and safety of self and individuals with which one interacts
- Possess adequate endurance to tolerate physically, emotionally, and mentally taxing workloads and to function effectively under time constraints, proactively making use of available resources to help maintain both physical and mental health
- Accept suggestions and criticisms and, if appropriate, respond by modifying their behavior
- Demonstrate appropriate assertiveness, delegate responsibilities, and function as part of a physical therapy team

### *Cognitive*

Students majoring in physical therapy must possess sufficient intellectual- conceptual ability that includes the capacity to use integrative and quantitative abilities and make decisions.

These cognitive skills are critical for the PT to make clinical decisions during the examination, evaluation, diagnosis, prognosis, and intervention activities for patient/client management.

Students must be able to:

- Retain and recall information in an efficient manner to meet the minimal requirements of classroom and clinical environments to provide safe and effective patient care
- Gather information during patient examinations and throughout patient/client management to make clinical decisions
- Appraise information to determine appropriate tests and measures during the patient/client examination
- Evaluate the information gleaned from the patient/client examination, including patient history and any available medical/surgical/radiologic information, to formulate patient/client diagnoses, prognoses, and plans of care
- Acknowledge limitations of knowledge and/or performance to provide safe, effective patient care including the necessity of referring the patient/client to other health care professionals

- Prescribe therapeutic home programs as indicated by the results of the examination, utilizing a variety of instructional methods for patient/clients and/or family members

### APTA Code of Ethics

The Code of Ethics for the PT delineates the ethical obligations of all PTs as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of PT practice in patient/client management, consultation, education, research, and administration
2. Provide standards of behavior and performance that form the basis of professional accountability to the public
3. Provide guidance for PTs facing ethical challenges, regardless of their professional roles and responsibilities
4. Educate PTs, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the PT
5. Establish the standards by which the APTA can determine if a PT has engaged in unethical conduct

No code of ethics is exhaustive, nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

The full APTA Code of Ethics document can be found at: <https://www.apta.org/apta-and-you/leadership-and-governance/policies/code-of-ethics-for-the-physical-therapist>

### APTA Guide for Professional Conduct

This Guide for Professional Conduct (Guide) is intended to serve PTs in interpreting the Code of Ethics for the PT (Code) of the APTA in matters of professional conduct. The APTA House of Delegates in June of 2009 adopted a revised Code, which became effective on July 1, 2010.

The Guide provides a framework by which PTs may determine the propriety of their conduct. It is also intended to guide the professional development of PT students. The Code and the Guide apply to all PTs. These guidelines are subject to change as the dynamics of the profession change and as new patterns of health care delivery are developed and accepted by the professional community and the public.

The full APTA Guide for Professional Conduct document can be found at: <https://www.apta.org/your-practice/ethics-and-professionalism/apta-guide-for-professional-conduct>

## STUDENT TECHNOLOGY REQUIREMENTS AND POLICIES

The most recent information concerning computer requirements, training, access, hardware, and software options is available on the [Graduate Student Resources site](#).

### Electronic Mail

Every Samford student is assigned an email account. Students are required to read their Samford email every day and to ensure the email mailbox is not “full,” preventing incoming emails. Lack of knowledge that results from failure to monitor university email will not excuse students from complying with course instructions, deadlines, and/or university policies and procedures. The SHP does not use personal email accounts to communicate with enrolled students; therefore, email should not be forwarded to another personal account.

### Campus Portal

All members of the Samford community have access to a variety of computing resources. The campus portal (<https://connect.samford.edu/>) is the entry point from which all members of the campus community can access academic resources, administrative services, community information, and e-mail. Some of the administrative resources available to Samford students are grades, class schedules, and account information. Upon admission to Samford University, students may go to the Samford home page and login to the Campus Portal or go directly to the [Portal](#) using the username and password provided by Technology Services. First-time users should setup their password at <https://pwchange.samford.edu/newuser>. For password assistance after a password has been setup, or to change a password, go to <http://pwchange.samford.edu>.

### Learning Management System – Canvas

Samford University uses Canvas as its Learning Management System (LMS). The web-based learning management system enhances class communication, organization, and presentation by providing customizable website templates for courses offered. The degree to which the system is used in each course varies.

Canvas course sites enable faculty to:

- Upload and share materials such as a course syllabus, lecture notes, reading assignments, and articles for students to access at their convenience
- Create forums and chats to encourage discussion and exploration of course topics, projects, and more
- Gather and review assignments
- Record grades, which allows students to stay informed about their performance in each course and allows faculty to easily manage grades

You may access Canvas through the University Portal at <https://connect.samford.edu> or <http://canvas.samford.edu>. For additional information regarding Canvas, contact the Technology Services help desk at 205-726-2662 or [support@samford.edu](mailto:support@samford.edu).

## Exxat Clinical Software

Exxat Software is a web-based interface for students to correspond with clinicians, faculty, and other students. Student clinical placements, student site/CI assessments, program requirements and student leave reports are completed and communicated within the software. Site-specific requirements, student profiles, and program/course information are stored and communicated to facilities through Exxat. By facilitating seamless communication and reporting of clinical activities, Exxat enables student achievement of course objectives while maintaining focus on learning through service to patients. The DCE is interactive with the student and the Exxat clinical software to facilitate this process. Exxat is used in all of the PI courses.

\*For technical assistance, please contact Exxat at [support@exxat.com](mailto:support@exxat.com) or call 323.999.1559.

## ExamSoft

ExamSoft is a high stakes assessment program developed and licensed by ExamSoft that enables exam takers to securely take examinations downloaded to their own laptop computers by blocking access to files, programs, and the Internet during an exam. The DPT program utilizes ExamSoft to administer assessments.

## Microsoft Office For Students

Microsoft Office 365 Education for Students is available for free download to all current faculty, staff, and students. This plan allows students to install Word, Excel, PowerPoint, Outlook, OneNote, and Access on up to five PCs or Macs, and Office apps on other devices, including Android, iPad, and Windows tablets. This plan also includes one terabyte of OneDrive storage, managed by the university. Students can edit and collaborate using Office Online, as well. The software can be easily downloaded from the [Technology Services website](#). You will need to sign in with your Samford username and password to download and use this software.

## Technology Assistance

Technology assistance is available from the Service Desk, located in Davis Library 012. You can reach the Service Desk 24 hours a day, seven days a week at 205-726-2662. You may also send an e-mail request to [support@samford.edu](mailto:support@samford.edu). For hands-on assistance in the Service Desk office, analysts are available Monday through Friday 7:30am-5pm (pending library hours).

The general-access computing labs are staffed by student laboratory assistants who can help with the use of the resources located in the labs. Computing resources and assistance are free of charge to Samford University students.

## Use Of Electronic Devices

The Samford policy for use of electronic devices (cell phones, messaging devices and/or other electronic devices) states they are prohibited in classes unless specifically permitted by the instructor, and at public events unless specifically permitted by the event sponsor.

Students wishing to use audio or video devices to record classroom lectures or discussions must obtain written permission from the instructor (See Audio/Video Recording of Class Lectures form in the appendices section of this handbook). Such recordings are to be used solely for the purposes of individual or group study with other students enrolled in this class. They may not be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments.

It is the stance of this DPT Program that electronic devices and technology are an integral part of daily life. However, inappropriate use of technology in the classroom or patient care areas is disruptive to teaching, learning, and patient care.

Examples of inappropriate use of electronic devices include: ringing cell phones, text messaging, watching videos, playing games, reading or responding to email, instant messaging, or using the internet for material unrelated to class or patient care activities.

Below are guidelines for proper use of electronic devices during class, lab, and/or professional internships:

- Turn off cell phones or set them to vibrate mode during class, lab, internships, and other DPT Program activities
- Laptop computers and/or tablets are to be used for specific instructional activities only
- Photos, audio, or video recording of lectures, labs, or review session (prior to or after exams) may not be taken without authorization of the instructor. Permission must be obtained directly from the instructor prior to posting or disseminating the information recorded
- Personal electronic devices should not be used to take pictures or videos of patients or patient records

When visiting off-campus sites, students must follow the health facility's policy regarding the use of personal electronic devices (phones/computers). If electronic devices are allowed, please restrict their use to patient care related activities.

Unless the matter is emergent, personal issues should NOT be handled during program-related activities and internship hours. Please handle personal matters in a manner that does not interfere with your professional responsibilities.

The school or the health care facilities are NOT liable for lost, stolen, or damaged personal electronic devices. Note: If a facility has cameras, stolen electronic devices may not be a reason for accessing the video.

Students found in violation of this policy may be subject to disciplinary action under the Values Violations listed in the Samford University Student Handbook.

### Classroom Recording

All classrooms, laboratories and clinical rooms on campus are equipped with video cameras and microphones to be used for programmatic assessment, assessment of student learning, and

observation of classroom processes. There is no indication when the cameras are on or recording. Authorized persons may observe classroom activities during regular scheduled classes. Enrollment in the Department of Physical Therapy constitutes an agreement to be videotaped for educational and/or assessment purposes. Students must sign and return the Media Consent and Release Form located in the appendices section of this handbook.

## Social Media Policy

When using social media sites in a personal capacity:

- Maintain clear differentiation between professional and personal social media
- Do not use Samford's name to promote any product, cause, political party/candidate, event, entity, or belief
- Do not use Samford's name in connection with comments, photos, videos, or images that could be interpreted as contrary to Samford's mission
- Libel laws apply to social media
- Setting social media accounts to "private" does not insure privacy
- Maintain appropriate professional boundaries. For instance, do not "friend" or add patients to personal social media sites
- Personal information can be used for identity theft and identity theft can compromise the security of students, patients, faculty, staff, health care facilities, and Samford University
- Always consider the public nature and longevity of social media posts
- NEVER post references to patients, patient records, patient care or health care facilities
- NEVER mention or reference your presence or experiences related to professional practice or health care settings.
- WHEN IN DOUBT, DON'T POST

Please see the Samford University Student Handbook for the Computing and Information Technology Values and Policies and for use of electronic devices.

## CAMPUS SERVICES

### College of Health Sciences (CHS)

The College of Health Sciences building is open during the following days and times:

Monday – Friday      6am – 7 pm  
Saturday – Sunday    10 am – 5 pm

Students may remain in the CHS building until 10pm each evening. During normal business hours, the classroom and laboratory spaces will be open and accessible to students outside of scheduled class times. To utilize the classroom and laboratory spaces during locked times, students will need to access the space through the designated PT student locker rooms.

### Academic Success Center

The Academic Success Center (ASC) is a resource center designed to facilitate the student's successful transition through the university. The director and assistant director work with the Office of Admissions, the colleges, Career Development, counseling offices, and Assessability and Accommodations to provide academic assistance as needed. To schedule an academic consultation or ask a question, e-mail [success@samford.edu](mailto:success@samford.edu) or visit <http://www.samford.edu/academic-success-center>.

### Books And Supplies

The DPT program uses electronic textbook access through AccessPhysiotherapy and F.A. Davis Physical Therapy Collection. Students must login through the [Samford Library](#) using their Samford username and password for full access to resources. The bookstore carries accurate and required materials for courses that have been requested by faculty. The bookstore makes every effort to offer low-cost options in textbooks, including textbook rentals, used textbooks, textbook buyback, e-book, and alternative binding options. Textbooks and merchandise can be purchased in-store and [online](#).

Bookstore location and hours can be found on the [Samford Shop website](#). The bookstore may be closed during all campus holidays and may open extended hours for special events such as home football games.

### Campus Recreation

The Department of Campus Recreation offers competitive and recreational intramural activities, open recreation, outdoor activities, club sports, and fitness programs for a wide variety of students. Information on programs, facilities, and hours, please visit the [Campus Rec website](#) or call 205-726-2194.

### Counseling Services

Counseling Services provides free therapy/counseling services to enrolled Samford students in a safe, caring, and confidential environment. The staff is committed to meeting the needs of

students from diverse backgrounds helping them lead effective, empowered, and health lives. Services include assisting students with adjustment to the university environment, locating community resources for the student, evaluative psychotherapy in individual and/or group settings, educational programs, workshops, and lectures. Services are available to enrolled students in distance education and located in Alabama. Counseling Services is located at Dwight Beeson Hall (DBH) Suite 203. For more information, or to make an appointment, e-mail [counseling@samford.edu](mailto:counseling@samford.edu), call 205-726-4083, or visit <https://www.samford.edu/departments/counseling/>

### Communication Resource Center

The Communication Resource Center (CRC) offers *free* tutoring for all Samford students for oral and written assignments. We also assist students with critical reading assignments. Students do not need to schedule an appointment – we work on a drop-in schedule. Just stop by the center (Brooks 222) to talk with a tutor about writing, speaking, or reading. To make an appointment, visit <https://samford.mywconline.com>. (For your first time, you will need to create an account--it's easy and free!) Sessions are scheduled for 30 minutes, and you can sign up for multiple appointments for writing assignments for all of your classes.

For more information, visit <http://www.samford.edu/departments/communication-resource-center/>

### Accessibility and Accommodations

Samford University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Accessibility and Accommodations (AA) provides accommodations for qualified students with disabilities. Students and applicants who seek accommodations should contact AA (205-726-4892 or [access@samford.edu](mailto:access@samford.edu)) or visit the website (<http://www.samford.edu/dr>) for more information. AA is located in DBH 105.

### Emergency Notification

All Samford students and employees are automatically registered for the free Rave Alert system to receive emergency notices via their Samford e-mail addresses. Students may opt to receive text messages to their mobile phones by registering a mobile phone number online (mobile service plans may charge for the delivery of text messages). Follow the steps below to register a mobile phone number.

1. Go to [www.getrave.com/login/Samford](http://www.getrave.com/login/Samford) and login with your Samford-issued username and password.
2. New users will be prompted to enter a mobile phone number. Return users should click the “Edit” link in the box for a mobile number.
3. Enter a mobile phone number in the space provided and proceed to the confirmation steps.
4. The Rave Alert system will send a test message to your phone. The message will contain a code for you to enter on the website to confirm receipt of the message and complete the registration process.

The Rave Alert system allows users to add up to three e-mail addresses and three telephone numbers to receive notices. This allows one to add a parent, spouse, or other party interesting in receiving university emergency notices.

**Fire Alarm:** When a fire alarm is activated, evacuation is mandatory.

**All-Hazards Warning Bells:** When the All-Hazards Warning Bells are activated, shelter in place.

**Local Media:** Samford works with the news media (radio, TV, newspapers, and Internet) to help spread the word.

**Samford Homepage:** Emergency updates are posted on [www.samford.edu](http://www.samford.edu).

## Financial Services

### *Samford One Stop*

Samford's One Stop strives to provide a caring, efficient, highly trained, customer service-oriented team to assist all Samford students (prospective, current, and former) with any aspect related to the business of being a Samford student. The Samford One Stop brings together services related to payments, charges, bills, financial aid, refunds, payment plans, and student IDs. Hours of operation are Monday through Friday from 8am – 4:30pm and is located on the ground floor of Ingalls Hall. You can reach One Stop by calling 205-726-2905 or by e-mail at [onestop@samford.edu](mailto:onestop@samford.edu).

Information and forms for graduate students can be accessed at <https://www.samford.edu/departments/financial-services/>.

### *Billing*

Notification that a new bill has been generated is sent to students and authorized users via the Samford University e-mail system on or about the 10<sup>th</sup> of each month. Bills are provided solely online at <http://www.samford.edu/go/ebill>. Samford does not provide paper billing statements. Samford e-mail remains the official means of communication with students. Students are advised to check their Samford e-mail regularly, especially at the start of each term. Students and authorized users may access the financial portal at any time online.

### *Financial Aid*

To ensure consideration for all potential sources of funds, students are strongly encouraged to submit the Free Application for Federal Student Aid (FAFSA). The FAFSA may be filed annually beginning on October 1 of each year at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The results of your FAFSA will be sent to Samford, so long as you provide Samford's US Department of Education school code of 001036.

## Library

Serving the entire campus community, the Samford University Library combines the Harwell Goodwin Davis Library and the Frank W. and Clara C. Hudnall Library. The University library is home to the Marla Haas Corts Missionary Biography Collection, the Alabama Men's Hall of

Fame, and the Hellenic Scholar's Library. There are over half a million volumes available through the online catalog. In addition to the book and periodical collections, the library houses a government document collection, a special collection, and a multimedia collection. A computer laboratory, computer classroom, individual and group study rooms, multimedia viewing and listening rooms, meeting rooms, and a patron lounge area are available for patron use. Librarians provide research education to classes and one-to-one assistance at the Ask Us desk or Ask Us online. (<https://library.samford.edu>)

Ways to get in touch:

Call us during library open hours at 205-726-2196

Send an e-mail to [reference@samford.edu](mailto:reference@samford.edu)

Text us! 205-683-4065

#### Fall/Spring Semester Hours

Sunday	1pm – midnight
Monday-Thursday	7:30am – midnight
Friday	7:30am – 6pm
Saturday	10am – 7pm

#### Summer Semester Hours

CLOSED
7:30am – 5pm
7:30am – 5pm
10am – 2pm

Online access to all databases and the library catalog is available 24/7 from the University Library website. Databases require login using your Samford username and password.

### Public Safety

Samford University maintains an Office of Public Safety and Emergency Management (PSEM) as a proprietary function of the university with jurisdiction to enforce rules and regulations of the university while on university property, as well as the laws of the U.S. government and the state of Alabama. The PSEM office is staffed 24 hours a day to provide immediate availability for emergency response, security and traffic patrols, monitoring people on campus, and other services relevant to the campus community. The PSEM office is located in Seibert Hall room 301. In the event of a health or campus emergency, please refer to the public safety website as a mechanism for official communication and resources:

<https://www.samford.edu/departments/public-safety/>.

#### *Safety Escort*

A safety escort service is available for all students during the day or night. Escorts are provided to any destination on campus. The escort service is provided for safety-related reasons only. The escort is given by either foot or vehicular patrol. An escort can be requested by calling 205-726-2020 or stopping by the PSEM office.

#### *Important and Emergency Phone Numbers*

Emergency	911
Public Safety & Emergency Management	205-726-2020
Homewood Police	205-879-2101
Homewood Fire Department	205-879-4701

## Transportation Services

### *Parking Permit Registration*

All motor vehicles operated on campus must be registered with the Department of Transportation Services, in the transportation services menu in self-service Banner (<https://portal.samford.edu>). The appropriate vehicle registration permit shall be affixed to the inside lower left corner of the front windshield, on the driver's side. Permits will be affixed by the adhesive on the permit and may not be affixed with tape or any other temporary means. Student permits are renewed annually and expire yearly on August 31.

### *Parking Zones*

Parking is enforced Monday through Friday, 7am – 4:30pm. Students are required to park in the lot designated by the parking permit issued. Reserved, fire lane, and handicap are enforced 24 hours a day, seven days a week, 365 days a year. Refer to the *Samford Student Handbook* for more information on disability and limited mobility parking, traffic violations, citations, fines, and the appeals process.

### *Contact Information*

Website: <http://www.samford.edu/departments/transportation>

E-mail: [parking@samford.edu](mailto:parking@samford.edu)

Phone: 205-726-4146

## University Health Services

MedHelp provides outpatient on-campus health care services to students attending Samford University. Staffed by physicians and/or nurse practitioners, MedHelp is a fully-functional health care facility providing primary medical care, urgent care, preventative health care and wellness services including medical services for illnesses, injuries, women's health, allergy shot administration, physicals, vaccinations, hydration therapy, venipuncture and health maintenance and management of stable and chronic conditions. The clinic is equipped with radiology (X-ray) and on-site CLIA waived labs. Appointments can be made online at <https://www.samford.edu/departments/health-services/>. Students may also call (205-726-2835) for an appointment or simply walk in. Walk-ins will be evaluated and given appointments or seen immediately based on the urgency of their condition. UHS is located on the east side of Seibert Hall. Hours of operation are Monday through Friday 9am – 4:30pm except for observed holidays/closures. You may also reach UHS by e-mail at [suhealth@samford.edu](mailto:suhealth@samford.edu).

# APPENDICES AND FORMS



**Samford University**  
**School of Health Professions**  
Physical Therapy

**Academic Integrity Pledge**

A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards, Christian commitment, and should be in keeping with the philosophy and mission of the University. At Samford, academic integrity is expected of every community member in all endeavors and includes a commitment to honesty, fairness, trustworthiness, and respect.

As a student in the DPT Program, I recognize and accept personal responsibility for honesty in all of my interactions, assignments, and examinations while a member of this program. Such honesty is a vital part of my academic career and is the foundation of my work here as a student and as an aspiring PT.

I pledge that I will uphold Samford's Professional Conduct Policy, Code of Ethics for PTs, and the American Physical Therapy Association's Guide for Professional Conduct.

I understand that by signing this pledge, I agree to abide by the Professional Conduct Policy, Code of Ethics, and Guide for Professional Conduct throughout all aspects of Samford's DPT Program.

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Printed Name of Student

---

Signature of Student

Date



## Podcasting, Photographic, and other Media Consent and Release Form

I authorize and grant to Samford University and those acting pursuant to its authority, a non-exclusive, perpetual, worldwide license to:

1. Record my participation, likeness and/or voice on a video, audio, photographic, digital, electronic, hosted media, web-based service or any other medium, including podcasting;
2. Use my recorded likeness and/or voice on a video, audio, photographic, digital, electronic, hosted media, web-based service or any other medium, including podcasting;
3. Use my name and identity in connection with these recordings;
4. Use, reproduce, exhibit, or distribute in any medium (e.g. print publications, video tapes, CD-ROM, Internet, podcast) my recorded likeness and/or voice on a video, audio, photographic, digital, electronic, or any other medium without restrictions or limitations for any educational or promotional purpose which Samford and those acting pursuant to its authority, deem appropriate, including promotional efforts.
5. Distribute the medium over the Internet using formats that allow downloading and playback on mobile devices and personal computers, for the purpose of making the work available in any format through iTunes or other web-based service.
6. Make and maintain more than one copy (hard-copy and/or digital copy) of the work for purposes of security, back up and preservation.

I release Samford University and those acting pursuant to its authority, from liability for violation of any personal, intellectual (including copyright) or proprietary rights I may have in connection with uses of the recordings authorized above. To the extent required, I hereby grant and assign all copyright in the podcast, video, audio, photographic, digital, electronic, or any other medium utilized to Samford University. I waive any right to inspect or approve the final use(s) of the video, audio, photographic, digital, electronic, podcast or any other medium. As to the video, audio, photographic, digital, electronic, podcast itself, or any other medium, I understand and agree that Samford University shall have exclusive ownership of the copyright and other proprietary and property rights in the work.

I waive any rights, claims, or interests I may have to control the use of my likeness, voice, name, recordings, and/or identity in the recordings and podcasts authorized above. I agree that any uses described above may be made without compensation or additional consideration to me. I agree that Samford University shall have the right to remove the work from the hosted media or web-based service at any time without prior notice for any reason deemed to be in Samford University's best interest.

I waive and release Samford University and its officers, agents and employees from any claim or liability relating to the use of my name, likeness, identity, voice, photographic image, video graphic image and oral or recorded statements in the work, including all claims of compensation, damage for libel, slander, invasion of the right of privacy or any other claims based on, arising out of, or connected with the use of said recordings and podcasts. I agree to indemnify Samford University and its officers, employees,

agents, successors, heirs, and assigns, for any and all claims, liabilities, damages, and expenses, including reasonable attorneys' fees actually incurred, due to any claimed infringement of copyrights, trade names, trademarks, service marks, right of publicity or privacy, or other proprietary, personal or property right arising from publication of the work through the hosted media or as a result of my breach of any covenant or warranty herein contained.

This Agreement shall be governed by and interpreted in accordance with the laws of the State of Alabama.

By my signature, I represent that I have read and fully understand the terms of this release.  
(A parent or guardian of youth under 18 must also sign.)

Name (print): \_\_\_\_\_ Date of Birth: \_\_/\_\_\_\_\_/\_\_\_\_\_  
E-mail Address: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

\_\_\_\_\_  
Signature Date

I HAVE CAREFULLY READ THIS CONSENT AND RELEASE FORM AND AGREE TO ITS TERMS ON MY BEHALF AND ON BEHALF OF THE MINOR CHILD IDENTIFIED ABOVE.

\_\_\_\_\_  
Signature of Parent/Guardian (of youth under the age of 18) Date



**Samford University**  
**School of Health Professions**  
**Physical Therapy**

Authorization for Human Subjects  
In the Class or Laboratory

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Class/Laboratory Experience:**

You have been invited to participate in a class or laboratory experience. The students and faculty may ask you questions that pertain to your health or condition. Please feel free to ask questions and share information that you feel comfortable with.

Thank you for your support of our learning experiences.

\_\_\_\_\_  
Printed Name of Faculty Member

\_\_\_\_\_  
Signature of Faculty

\_\_\_\_\_  
Date

Signing this form shall prevent Samford University from liability of any nature that might result from this plan of action.

\_\_\_\_\_  
Printed Name of Patient/Client

\_\_\_\_\_  
Signature of Patient/Client

\_\_\_\_\_  
Telephone No.

\_\_\_\_\_  
Date

*Note to parent/guardian: I hereby give permission for my child to participate.*

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Telephone No.

\_\_\_\_\_  
Date



Accident / Incident Report

Date of Accident / Incident: \_\_\_\_\_ Time: \_\_\_\_\_ am or pm

Name of Injured Person: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_

Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Male or Female

Type of Injury: \_\_\_\_\_

Details of Accident/Incident: \_\_\_\_\_

Injury required physician/ER visit: Yes No \*

Name of physician/facility: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Signature of Injured Individual \_\_\_\_\_ Date

\* No Medical Attention was desired and/or required.

Signature of Injured Individual \_\_\_\_\_ Date

*Return this form to the instructor present with the original to be taken to the Administrative Assistant within 24 hours of the accident/incident. The report will be kept in the Incident Report File with a copy in the student's record.*

Chair, Department of Physical Therapy \_\_\_\_\_ Date

**Substance Abuse Policy Acknowledgement  
and Release Form**

It is the policy of Samford University to maintain a drug and alcohol-free environment that is safe and productive for students, faculty, staff, and anyone affiliated with the University.

To meet these objectives, the DPT Program has adopted a Substance Abuse Policy.

As a student in the DPT Program and by signing below, I confirm that I have read, understand, and agree to adhere to the terms and conditions of the Substance Abuse Policy detailed in the DPT Program Handbook.

---

Printed Name of Student

---

Signature of Student

Date



# Samford University

School of Health Professions

Physical Therapy

## Transportation Waiver

### ASSUMPTION OF THE RISK, RELEASE, HOLD HARMLESS AND INDEMNITY AGREEMENT Samford University

This assumption of the risk, release, hold harmless and indemnity agreement is made as of the \_\_\_\_\_ day of \_\_\_\_\_ by and between SAMFORD UNIVERSITY ("Samford"), and

\_\_\_\_\_  
("Student").

### AGREEMENTS

NOW, THEREFORE, in consideration of the premises and other good and valuable consideration, the receipt of which is hereby acknowledged, the parties hereto agree as follows:

1. Risks and Risk Management. Student recognizes that any trip in a motor vehicle on public or private streets or highways entails risks of bodily injury, including death, as well as property damage.
2. Assumption of Risk. Student knowingly and voluntarily assumes all risks involved in riding in a vehicle in connection with the trip.
3. Release, Hold Harmless and Indemnity Agreement. Student hereby releases Samford, its trustees, officers, employees and agents from any and all claims by Student against Samford, its trustees, officers, employees and agents relating to or arising from traveling in a vehicle in connection with the trip. This release includes all claims for injuries, accidents, sickness or damages of any nature whatsoever sustained by Student or any person making any claim on behalf of Student. This release shall be construed as broadly as possible, and shall include any and all claims for negligence (including gross negligence) by Samford, its trustees, officers, employees and agents relating to or arising from travel and participation in the trip.

Student also agrees to protect, indemnify and hold harmless Samford University, its employees, agents, officers or other representatives from and against all liabilities and sums which Samford University may be subject to pay as a result or consequence of any claim relating to or arising from travel to and from the trip location and participation in the trip.

4. Understanding. Student understands that this Release is a legal document and that Student has the right to seek the advice of legal counsel regarding this Release. Student is signing this Agreement as an act of Student's own free will and accord, without reliance on any representation of any kind or character not expressly set forth in this Agreement.
5. Representation. Student represents that (1) Student is 19 years or older and under no legal disability to execute this Release and Indemnity Agreement or (2) student is 18 years of age or younger and will obtain the signature of his or her parent or legal guardian before departing the Samford University campus to participate in the trip.
6. Entire Agreement. It is understood and agreed that this agreement contains the entire agreement between Samford and Student and supersedes any and all prior agreements, arrangements or understandings between the parties relating to the subject matter hereof. No oral understandings, statements, promises or inducements contrary to the terms of this agreement exist. This agreement cannot be changed, altered or terminated except in a writing signed by Student and counter-signed by Samford University that expressly provides that it changes, alters or terminates this agreement.
7. Governing law. This Agreement shall be governed by, construed and enforced in accordance with, and subject to, the laws of the State of Alabama.
8. Severability. If any provision of this Agreement shall be declared void for illegality by a court of law with jurisdiction over the subject matter of this Agreement, the other provisions not declared as void for illegality shall remain in full force and effect.

IN WITNESS WHEREOF, the Student has signed this Agreement voluntarily on and as of the date first above written.

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Type or Print Student's Name

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Student's Signature (If Student is 19 Years of Age or older)



# Samford University

School of Health Professions

Physical Therapy

Audio/Video Recording of Class Lectures

\_\_\_\_\_ is permitted to record lectures for

Course Title: \_\_\_\_\_

Course Number: \_\_\_\_\_

Instructor: \_\_\_\_\_

Semester: Fall\_\_\_\_\_Spring\_\_\_\_\_Summer\_\_\_\_\_20\_\_\_\_\_

I understand that lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright law.

I will not use the recordings for any purpose other than my individual learning in a private or collaborative format, and will not share them with, or distribute them to, anyone outside the course, or publicly upload them to accessible web environments.

I understand that violation of the above policy may result in both legal sanctions for violations of copyright law, and may subject me to disciplinary action under the Values Violations listed in the *Samford University Student Handbook*.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Instructor Signature Date