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Oral and Written Communications

Use and Maintenance of Equipment
Use and Maintenance of Classrooms and Labs
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APPENDICES AND FORMS

Academic Integrity Pledge
Consent and Release Form
Appeal Form
Student Complaints About Faculty Decisions
Authorization for Human Subjects
Accident / Incident Report
Substance Abuse Policy Acknowledgement and Release Form
Transportation Waiver
Audio/Video Recording of Class Lectures
Welcome to Samford University and the Department of Physical Therapy. We are excited for you to become a part of the Samford family as you begin your graduate education towards the profession of Physical Therapy. We expect you to embrace the values of Samford and its mission to serve those in need. The department, its faculty, and staff aim to create a Christian environment, where we value and respect your individuality, your beliefs, your background, and your commitment to serving communities as a physical therapy professional. The faculty and staff are honored that you have chosen Samford University to pursue this path of service. We are forever dedicated to your academic, personal, and professional success.

Sincerely,

Matthew P. Ford, Ph.D., PT
Associate Professor and Chair
Department of Physical Therapy
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/.

We require that all students verify that they have read the 2017-2018 Student Handbook by signing the signature page at the end of this handbook and submitting a copy to the Assistant Dean of Enrollment Management and Student Services, Dr. Marian Carter, for the student’s individual academic file.
OVERVIEW

SAMFORD UNIVERSITY
A Brief History of Samford University

Samford University is the largest privately supported and fully accredited institution for higher learning in Alabama. Founded by a group of education, economic, and religious leaders, the school was chartered in 1841 and opened its doors on January 3, 1842, in Marion, Alabama as Howard College. It has survived two destructive fires and the partial paralysis of the Civil War and Reconstruction. In 1887 it was relocated to Birmingham, and in 1957 the institution was moved to its present campus. In 1920 Howard College gained membership in the Southern Association of Colleges. The establishment of the Teacher Education Division in 1914 and the Division of Pharmacy in 1927 highlighted the school’s continuous growth throughout the years. The historic and renowned Cumberland School of Law, established in 1847 in Lebanon, Tennessee was acquired in 1961.

Samford now consists of the Howard College of Arts and Sciences, Brock School of Business, Orlean Bullard Beeson School of Education and Professional Studies, School of the Arts, Beeson School of Divinity, Cumberland School of Law, and the College of Health Sciences which includes the School of Public Health, School of Health Professions, Ida V. Moffett School of Nursing, and McWhorter School of Pharmacy. While the university is a Christian institute, Samford welcomes students of all denominations and faith traditions.

Samford is accredited by the Commission on Colleges of the Southern Association of College and Schools (SACS) to award the Associate Degree, the Bachelor’s Degree, the Master’s Degree, the Educational Specialist Degree, the Doctor of Pharmacy Degree, the Juris Doctor Degree, and the Doctor of Ministry Degree. This status was most recently reaffirmed in 2007, continuing a relationship that Samford has enjoyed with the Southern Association since 1920.
SAMFORD UNIVERSITY

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.
COLLEGE OF HEALTH SCIENCES
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.

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.

Core Values of the College of Health Sciences
- Christian Ethos
- Interprofessional Collaboration
- Innovation
- Excellence
- Lifelong Learning
- Servant Leadership
- Diversity
- Advocacy
DOCTORATE OF PHYSICAL THERAPY (DPT) PROGRAM

DPT Program Mission Statement

The mission of the DPT Program is to nurture and prepare doctors of physical therapy who provide evidence-based physical therapy practice, engage in ethical decision making, promote health and wellness, and are committed to lifelong learning and growth in faith, personhood, and intellect within a Christian environment.

DPT Program Statement of Philosophy

The Department of Physical Therapy, its faculty, and 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, and to rehabilitation for persons across the lifespan. As a result, a PT may serve multiple roles. In order to serve patients best, PTs will need to work collaboratively with other health care providers, community leaders, and organizations. Using the 1International Classification of Functioning (ICF), Disability, Health enablement, 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

1 International Classification of Function
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 life-long 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 FACULTY

Core Faculty

Matthew P Ford, PT, PhD
Chair, Professor
PhD: The Pennsylvania State University
MA: Teachers College, Columbia University
BS: Quinnipiac University

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

Lydia Thurston, PT, DSc, ATC
Director of Clinical Education, Assistant Professor
DSc: University of Alabama, Birmingham
MA: University of Alabama, Birmingham
BS: Auburn University

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

Moira R. Jackson, Ph.D.
Associate Professor
PhD: University of Aberdeen, Scotland
BS: University of Aberdeen, Scotland

Ashley Parish, PT, DPT, CRT
Assistant Professor
DPT: University of Alabama, Birmingham
BS: University of Alabama, Birmingham

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

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

DPT PROGRAM GOALS

Program Goal 1: Prepare Doctors of Physical Therapy who contribute to the advancement of physical therapy practice and education.

Program Goal 2: Promote service and scholarship through evidence-based physical therapy practice.

Program Goal 3: Prepare graduates with the knowledge and skill to improve health and wellness.

EXPECTED PROGRAM OUTCOMES

Program Goal 1: Prepare Doctors of Physical Therapy who contribute to the advancement of physical therapy practice and education.

Faculty Goals:

Faculty Goal 1.1

- Faculty will develop new knowledge through scholarship activities and physical therapy practice.
  - Expected Outcome: Faculty will publish peer-reviewed scholarly work
  - Expected Outcome: Faculty will model contemporary physical therapy practice across different practice settings

Faculty Goal 1.2

- Faculty will demonstrate a commitment to serve the profession of Physical Therapy
• Expected Outcome: Faculty will be members of the APTA and participate in APTA activities

Faculty Goal 1.3
❖ Faculty will demonstrate patient centered care and ethical decision making.
• Expected Outcome: Faculty will be viewed as ethical, patient centered practitioners by students, patients, and employers

Student Goals:

Student Goal 1.1
❖ Students will develop the skills necessary for entry-level physical therapy practice.
• Expected Outcome: Students will pass all skill assessments
• Expected Outcome: Students will pass all competency exams
• Expected Outcome: Students will pass all professional internship courses

Student Goal 1.2
❖ Students will demonstrate oral and written communication skills
• Expected Outcome: Students will demonstrate competency in written documentation
• Expected Outcome: Students will demonstrate patient-centered communication
• Expected Outcome: Students will actively reflect and participate in self-assessment process

Student Goal 1.3
❖ Students will participate in advancement of physical therapy education.
• Expected Outcome: Students will present an educational topic in the classroom and/or clinic
• Expected Program Outcome: Students will attend a physical therapy educational meeting

Graduate Goals

Graduate Goal 1.1
Graduates will demonstrate entry-level skill for professional behavior and physical therapy practice.
- Expected Outcome: Graduates will pass the NPTE licensure exam
- Expected Outcome: Graduates will demonstrate entry-level professional behaviors

Graduate Goal 1.2
- Graduates will participate in physical therapy education
  - Expected Outcome: Graduates will become clinical instructors

Graduate Goal 1.3
- Graduates will adopt service as an integral part of their professional practice.
  - Expected Outcome: Graduates will value service as a PT Professional
  - Expected Outcome: Graduates will actively participate in service organizations

Program Goal 2: Promote service and scholarship through evidence-based physical therapy practice.

Faculty Goals:

Faculty Goal 2.1
- Faculty will serve communities and health care organizations using evidence-based practice.
  - Expected Outcome: Faculty will publish peer-reviewed scholarly work
  - Expected Outcome: Faculty will actively engage in inter-professional education in CHS
  - Expected Outcome: Faculty will be actively engaged in pro-bono physical therapy services

Student Goals:

Student Goal 2.1
- Students will demonstrate a commitment to using evidence in patient-client management.
• Expected Outcome: Students will pass all professional internship courses
• Expected Outcome: Students will demonstrate use of evidence during service activities
• Expected Outcome: Students will pass all competency exams
• Expected Outcome: Students will demonstrate use of evidence during PCM courses

Graduate Goals:

Graduate Goal 2.1
✓ Graduates will demonstrate evidence based physical therapy practice.
  • Expected Outcome: Graduates will present examples of evidence based practice
  • Expected Outcome: Graduates will use evidence based tests and measures and intervention strategies in clinical practice

Program Goal 3: Prepare graduates with the knowledge and skill to improve health and wellness.

Faculty Goals

Faculty Goal 3.1
✓ Faculty will provide health and wellness services within their physical therapy practice.
  • Expected Outcome: Clinical education sites will provide health and wellness services
  • Expected Outcome: Faculty will promote use of health and wellness measures
  • Expected Outcome: Faculty will submit peer-reviewed scholarship related to health and wellness programs

Faculty Goal 3.2
Faculty will demonstrate the commitment to serve communities with health related needs.

- Expected Outcome: Faculty will be members of health services organization/associations outside of physical therapy
- Expected Outcome: Faculty will participate in community service programs
- Expected Outcome: Faculty will develop community health/wellness programs

**Student Goals**

**Student Goal 3.1**

- Students will serve communities with health and wellness needs.
  - Expected Outcome: Students will participate in a community service project
  - Expected Outcome: Students will include health and wellness services as a part of patient client management

**Student Goal 3.2**

- Students will demonstrate competency in developing health and wellness programs.
  - Expected Outcome: Students will health, wellness, and fitness programs for persons with physical disabilities
  - Expected Outcome: Students will pass all skills assessment related to health and wellness procedures
  - Expected Outcome: Students will pass all competency exams

**Graduate Goals**

**Graduate Goal 3.1**

- Graduates provide health and wellness services/programs in diverse populations across the lifespan.
• Expected Outcome: Graduates will work in practice settings that include health, wellness, and fitness services.
• Expected Outcome: Graduates will provide health and wellness service in their PT practice.
ACCREDITATION STATUS

The accrediting body for physical therapy academic preparation programs is the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; (703) 706-3245; accreditation@apta.org. Accreditation is required for eligibility to sit for the licensure examination, which is mandatory in all states.

Statement of Accreditation

Effective April 29, 2015 the DPT program at Samford University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA 22314; phone: (703) 706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

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

Accountability - 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 assessing learning outcomes. The students are encouraged to provide constructive feedback concerning learning experiences, to actively engage in learning experiences in order to be successful graduates, and to meet graduate outcomes.

**CAPTE Contact Information**

Sandra Wise, PhD  Ellen Price, PT, MEd  Eva Donley  
Senior Director  Lead PT Programs Spec.  Accreditation Office Mgr.  
(703) 706-3240  (703) 706-3242  (703) 706-3243  
sandrawise@apta.org  ellenprice@apta.org  evadonley@apta.org

**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 (703) 706-3245 or at 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
1111 North Fairfax Street
Alexandria, Virginia, 22314
NON-DISCRIMINATION STATEMENT

Samford 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.

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).

To be eligible for DPT Program accommodation, students must self-identify through the Office of Disability Resources (DR), who will determine eligibility for services. Once eligibility for accommodations is determined by DR, it is the students’ 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.
Disability Resources (DR) provides accommodations for qualified students and applicants with disabilities. Student or applicants with disabilities should contact DR 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/Disability Access and Accommodation Coordinator:

Brittany Gregg, Director of Disability Resources  
University Center 205  
Telephone number: 205-726-4078  
E-mail: disability@samford.edu

Disability Resources is located in University Center 205, within the Career Development office. A faculty member will grant reasonable accommodations only upon written notification from Disability Resources. Applicants in need of a disability accommodation may contact the university’s Section 504/disability access and accommodation coordinator, prior to application or after acceptance to the university.

After reasonable accommodations are determined, the Office of Disability Resources, located within the Career Development Office, Room 205 of the University Center, 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 DR to discuss accommodation requests if not already registered with DR for official accommodations.
2. DR 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. DR is available to offer suggestions to the student and faculty member.
4. Test proctoring is available in the DR 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 DR Test Proctoring Center no later than one week before exams. Exams are scheduled in the DR Test Proctoring Center on a first come, first serve basis. Students may schedule exams in the DR Test Proctoring Center ONLY upon submission of a completed Test Proctoring Form available on the DR website under Forms & Documents, or in the DR office.
5. Report any problems with accommodation implementation in writing to DR.
6. 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/](https://www.samford.edu/departments/disability-resources/) and in the *Samford University Student Handbook*.

Inquiries and concerns regarding this discrimination policy may be directed to the Disability Resources Office, Room #205 800 Lakeshore Drive, Birmingham, AL 35229, (205) 726-4078. This notice is available in alternative formats upon request.
INCLUSIVE LANGUAGE

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 the university seeks to nurture, while exclusive language can damage or defeat them. Samford University therefore actively seeks a discourse in its university community that supports the equal dignity and participation of men and women; the university seeks to avoid verbal constructions that diminish the equal dignity of all individuals. It is an affirmative—and affirming—part of Samford University’s mission to educate students, staff and faculty in the creation of a community of equality and respect through language.
DPT ESSENTIAL FUNCTIONS

Communication
Uses professionally appropriate verbal, nonverbal, and written communication with all individuals including faculty, fellow students, patients, clients, families, caregivers, 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 client, care givers and colleagues
- Observe patients for the purposes of eliciting information; accurately describing changes in facial expression, mood, activity, and posture; and perceiving 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 to assist 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, 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, assist 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 in order 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 in order 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 in order 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
DPT ACADEMIC INFORMATION

Academic Plan of Study
Academic Calendar Year

YEAR 1
Summer 1:
PHTH 610 Human Anatomy (6)
PHTH 620 Histology/Physiology (3)
PHTH 631 Human Movement Science 1 – Exercise Physiology (3)
PHTH 731 PT Exam 1 (4)

Fall 1:
PHTH 611 Neuroscience (4)
PHTH 621 Pathophysiology (3)
PHTH 632 Human Movement Science 2 – Biomechanics/Motion Analysis (4)
PHTH 701 Faith, Ethics, Health Care, and Physical Therapy (1)
PHTH 732 PT Exam 2 (4)

Spring 1:
PHTH 633 Human Movement Science 3 – Motor Learning/Skill Acquisition (2)
PHTH 641 Medical Management of Health Conditions 1 (2)
PHTH 691 Evidence-Based Practice and Research Design (2)
PHTH 702 Inter-professionalism and Health Care (1)
PHTH 733 PT Interventions 1 (4)
PHTH 741 Patient Client Management – acute care to community (4)

YEAR 2
Summer 2:
PHTH 651 Pharmacology (1)
PHTH 692 Evidence-Based Practice (2)
PHTH 781 Clinical Internship 1 (4)
PHTH 790 Health Care Service/Field Experience (4)

Fall 2:
PHTH 642 Medical Management of Health Conditions 2 (2)
PHTH 634 Human Movement Science 4 – Life Span Motor Development/Control (3)
PHTH 681 Teaching and Learning 1 (1)
PHTH 761 Patient Client Management - Pediatrics (5)
PHTH 771 Patient Client Management - Spine (5)
PHTH 791 Capstone Project 1 (1)
**Spring 2:**
PHTH 643 Medical Management of Health Conditions 3 (2)
PHTH 703 Physical Therapy Practice Management (3)
PHTH 762 Patient Client Management - Young Adults (4)
PHTH 772 Patient Client Management – Lower Quarter (5)
PHTH 792 Capstone Project 2 (1)

**YEAR 3**

**Summer 3:**
PHTH 643 Medical Management of Health Conditions 4 (2)
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 Clinical Internship 2 (12)

**Spring 3:**
PHTH 783 Clinical Internship 3 (12)

**University Observed Holidays**

- New Year’s Day
- Martin Luther King, Jr. Day
- Easter Monday
- Memorial Day
- 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

The Samford DPT curriculum model is a hybrid model that includes four spiraling threads: 1) service; 2) wellness; 3) technology; and 4) evidence based decision-making, which are rooted in the APTA Code of Ethics, IPEC Core Competencies, The Guide to PT Practice (The Guide), and Hypothesis Oriented Algorithm for Clinicians (HOAC II). The curricular model is partly traditional in that we begin with the basic sciences, provide clinical sciences throughout the didactic semesters, and then cover a major portion of the physical therapy science later in the curriculum. The model is also based on The Guide as each of our patient-client management courses incorporates the patient-client management model, the ICF framework, and practice patterns as a basis for PT diagnoses. We have not designed courses on a particular system (i.e., systems based), however, in-line with the ICF model, we do emphasize the understanding of various body structures, their functions, and how this relates to health, movement, and everyday physical therapy practice. A portion of our curriculum is lifespan based. We have organized a series of three courses (PCM-pediatrics; PCM-young adult; PCM-geriatrics) around the lifespan in order to highlight the unique aspects of managing patients and families at different stages of life. Finally, we will incorporate patient cases/scenarios and clinical simulations within our patient-client management courses. The objectives of these cases will vary according to the course and semester, and throughout the curriculum, the Department of Physical Therapy will participate in simulations with students from other health care disciplines (IPEC).

The curriculum includes and applies numerous educational principles in delivering course content in this hybrid model. First, we will use the following three concepts: 1) course sequencing; 2) content integration; and 3) continuity. Science courses are sequenced to allow complexity and application of concepts and to provide a science foundation for all courses and learning activities in the curriculum. PCM courses are designed so that science course content and content covered in other PCM classes is integrated into the class. Throughout the curriculum, learning objectives are continually included that relate to service, wellness, technology, and evidence based decision-making. As students progress through the curriculum, these threaded learning objectives will increase in complexity. Throughout the curriculum we will convey expected student outcomes. This information will be provided to the students at the following points in the students’ program: beginning of the semester, each course, and prior to each class period. These expected outcomes are tied to skills.
assessments, competency exams, and service learning activities in local, statewide, national, and international communities.

The model will be implemented over nine semesters with a total of thirty-two weeks of full-time clinical education. In the curriculum we use three main curricular concepts: 1) sequencing of courses; 2) content integration; and 3) curricular threads.

**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.

**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.

**Professional Behavior**

All graduate students are expected to comply with the behavioral expectations and values as stated in the *Samford University Student Handbook*. Some policies in the *Samford University Student Handbook* might not apply to graduate, non-resident students, i.e., issues related to residence halls, notification of parents, etc. The Values Violation Process is an example of a policy that applies to students in the DPT Program.
Samford Core Values Statement

Students in the SHP must adhere to the standards of conduct specified in the Samford University Student Handbook as well as the Samford Student Guide to Academic Integrity, and certain standards of behavior appropriate for all health professionals. Students shall comply with legal, ethical, and professional standards that determine acceptable behavior of PTs. Noncompliance may be cause for suspension or dismissal from the physical therapy school.

The student will be expected to adhere to all value statements in the Samford Student Handbook, including respect for others, ethical practice, ethical personal behavior, and patient confidentiality. Students documented to have demonstrated unprofessional, unethical, illegal, or unsafe conduct merit immediate probation or dismissal from the DPT Program.

Samford Professional Conduct Policy

Samford students are expected to conduct themselves in a professional manner, and uphold high standards of honesty and ethical behavior in study and clinical practice. Samford considers cheating an example of deficiency “in the scholarly maturity necessary for college study” (Samford Catalog). Unprofessional behavior demonstrates a lack of integrity needed to be a PT.

When a faculty member determines a student’s behavior results in unprofessional, unsafe PT practice/conduct, or lack of adherence to established policies and procedures, the faculty reserves the right to immediately assign a course grade of “F” and the student will be administratively withdrawn from the course at that point. Administrative withdrawal prohibits the student from further attendance or participation in courses. Such behaviors may include, but are not limited to:

- Committing fraud or deceit while enrolled in the DPT program in the SHP, including falsifying, plagiarizing, or in a negligent manner making incorrect entries on records or any other written work
- Committing a HIPAA violation including engaging in activities that breech client confidentiality, such as unauthorized access to clients’ charts, taking a photo or copying documents from the clients’ chart, verbally communicating client information to unauthorized individuals, and communicating to others about client information in public places
• Participating in disorderly conduct or breach of the peace, such as obstruction or disruption of teaching, physical or verbal abuse, or detention of any person while engaged in any SHP/department activity. This includes unprofessional or inappropriate communication with faculty, staff, clients, or peers
• Negligently or willfully implementing physical therapy in a manner that fails to meet generally accepted standards for the students’ level of preparation, such as the performance of procedures without supervision or outside the scope of practice
• Negligently or willfully violating any rule, regulation, or policy of the SHP/department such as unexcused clinical absence or excessive unexcused clinical tardiness
• Exhibiting physical, mental, or emotional behaviors that render the student unable to provide physical therapy with appropriate skill and safety in accordance with course objectives and clinical facility policies and procedures
• Negligently or willingly acting in a manner inconsistent with the health or safety of others

Value Violations

Inappropriate behavior can refer to personal or group behavior, on or off campus, which violates values that guide and govern behavior. The values statements are presented below in this handbook, and include examples of inappropriate behavior. The examples of inappropriate behavior are not inclusive, but are intended to give students an idea of the types of behavior that may result in sanctions either by the PT department, SHP, CHS, University Values Advocate, Values Council, or Samford University.

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

See the Samford University Student Handbook for additional information concerning Values Violations and the Value Violations process.

**Academic Integrity**

An academic integrity value violation is defined as the act of lying, cheating, or stealing academic information to gain academic advantage for oneself or another. As a Samford student, one is expected neither to commit nor assist another in committing an academic integrity value violation. Additionally, it is the student’s responsibility to report observed academic integrity violations. As stated in the Samford University Student Handbook, violations of the Academic Integrity Values Statement include but are not limited to:

**Taking Information**
- Copying graded homework
- Working together on a take-home test or homework when specifically prohibited by the course faculty
- Looking at another student’s paper during an exam
- Looking at your notes when prohibited
- Acquiring a term paper written by someone else
- Taking an exam out of the classroom when prohibited
- Removing resource material from the University Library without authorization

**Tendering Information**
- Giving your work to another to be copied
- Giving someone answers to exam questions during the exam
- After taking an exam, informing a person of questions that appeared on the exam
- Giving or selling a term paper or class work to another student

**Plagiarism**
- Copying homework answers from your text and handing them in for a grade
- Quoting text or other works on an exam, term paper or homework without citing the source
v Submitting a paper purchased from a term paper service or acquired from any Internet source
v Submitting another’s paper/project as your own
v Taking a paper from an organization’s files and handing it in as your own

**Conspiracy**

v Planning with one or more students to commit a violations of the Academic Integrity Values Statement
v Giving your term paper/project to another student who you know will plagiarize

**Misrepresentation**

v Having another person do your computer program, course project or lab experiment
v Lying to a professor to increase your grade

**Professional Practice Behavior Violations**

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

**Confidentiality Academic Program/Professional Practice**

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.

Please 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.

**Code of Ethics for the PT**

**Preamble:**
The Code of Ethics for the PT (Code) 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 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.
See the APTA Code of Ethics at:
www.apta.org/uploadedfiles/APTAorg/about_us/policies/ethics/codeofethics.pdf

PTs are encouraged to seek additional advice or consultation in instances where the guidance of the Code may not be definitive.

This Code is built upon the five roles of the PT (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal).

PT practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document, the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the PT.
Fundamental to the Code is the special obligation of PTs to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles:

Principle #1: PTs shall respect the inherent dignity and rights of all individuals.
(Core Values: Compassion, Integrity)

Principle #2: PTs shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
(Core Values: Altruism, Compassion, Professional Duty)

Principle #3: PTs shall be accountable for making sound professional judgments.
(Core Values: Excellence, Integrity)

Principle #4: PTs shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.
Principle #5: PTs shall fulfill their legal and professional obligations.
(Core Values: Professional Duty, Accountability)

Principle #6: PTs shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.
(Core Value: Excellence)

Principle #7: PTs shall promote organizational behaviors and business practices that benefit patients/clients and society.
(Core Values: Integrity, Accountability)

Principle #8: PTs shall participate in efforts to meet the health needs of people locally, nationally, or globally.
(Core Value: Social Responsibility)

APTA Guide for Professional Conduct

Purpose
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.


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.

Professional Attire – Classroom

- Clothing should be clean, neat, and in good condition
- Shirts must provide full coverage of the trunk
- T-shirts and sleeveless shirts are not acceptable
- Sleeveless shirts/dresses for WOMEN must have straps that are at least HAND WITH (no spaghetti straps)
- Collared shirts are required for men
- Slacks or long pants. Cargo pants or jeggings/leggings are not acceptable
- Pants SHOULD NOT be frayed or have holes
- Conservative skirts are acceptable for women
- Jeans may only be worn on Fridays.
- Shorts are not permitted
- No flip flops
- No hats
- Men’s hair and facial hair must be groomed and well kempt

Lab Attire

- Clean, good condition (no holes or tears) athletic shorts and T-shirts (issued by department)
- Conservative swimsuits or a sports bra for women under t-shirt
- Tennis shoes with socks
- No leggings/jeggings/yoga pants
- 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 semester)
- Shoes with closed heels and toes
- Gloves

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.

Professional Attire – Patient care facilities

Students should adhere to the listed guidelines when in patient care facilities, either for internships or class. Dress code should be discussed prior to the first day of professional internships. If the facility has additional requirements, please follow those guidelines.

- Name badges are required at all times
- Clothing should be clean, neat, and in good condition
- Shirts must provide full coverage of the trunk during bending and reaching, no visible cleavage or midriff. T-shirts and sleeveless shirts are not acceptable. Collared shirts are required for men (tie highly recommended in outpatient clinical settings)
- Slacks or long pants-no skirts or shorts. Cargo pants or jeggings/leggings are not acceptable. Jeans may only be worn when specifically permitted by the clinic on a designated day. No "skinny" jeans even if allowed by the facility.
- Shoes must have closed toes and closed heels for your safety. No sandals. Shoes should not have a heel greater than 1 inch. Rubber soles are preferred. Clean athletic shoes are permitted if acceptable to the facility
- Keep jewelry to a minimum to avoid risk of injury to the patient or the student. No dangling jewelry, earrings/necklaces. Please take steps to prevent sharp edges or protrusions on rings from injuring patients
- The only visible body piercing permitted is in the ears
- All tattoos must be concealed at all times
- No perfume or cologne should be worn
- Hair is clean and arranged so as not to interfere with patient care or the student’s vision. Tie back long hair
- Fingernails must be short. No artificial nails
- Chewing gum is not allowed. No eating or drinking in patient care areas
- Students are expected to be professionally groomed and to maintain personal hygiene

Name Badges

Students are expected to wear their Samford name badges obtained from the Office of Public Safety. The name badge must include the student’s photo,
name, and credentials as a “Physical Therapist Student.” Replacement badges cost $15 and will be the responsibility of the student.

Identification is to be worn in a visible location above the waist at all times when in patient care settings. Students must introduce themselves to all patients and staff as a “student PT.”

If a site requires facility issued name badges, the student must wear the Samford and facility name badges. The exception to wearing the two name badges is if the facility name badge meets all criteria stated above; it includes a photo, the student’s name, and clearly states the role as “student PT.”

**Use of Electronic Devices**

The Samford policy for use of electronic devices states they are prohibited in class and at public events unless specifically permitted.

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 instructor prior to posting or disseminating the information recorded.

Students must follow the health care facility’s policy regarding the use of personal electronic devices (phones/computers). Discuss the facility’s policy during your first week of internships. 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 internship hours. Please handle personal matters in a manner that does not interfere with 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.

Do not use personal electronic devices to take pictures or videos of patients or patient records. 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.

Substance Abuse Policy

Professional/Legal Standard

The CHS recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the PT profession. The CHS 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. The CHS strictly prohibits 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.

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.

Any PT student who is aware that another PT student or licensed PT has violated a provision of the Alabama PT Practice Act is obligated to report that individual to the Department of PT chair at Samford. A failure to do so could be a violation of the Alabama PT Practice Act and the Alabama State Board of PT Rules and Regulations. Any PT student who is aware that another PT student is using or is in possession of illegal drugs, intoxicants, and/or controlled substances is obligated to report this information to the Department of PT chair at Samford.

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.
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 as required by the clinical sites of the SHP
- 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 random drug testing at the specified time without administrative permission will result in suspension from clinical attendance 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 Employment Screening Services (ESS) for collection of specimens, and ESS will perform testing, utilizing the laboratory’s policies.

Sample Collection
The collection techniques will adhere to the guidelines in accordance with U.S. Department of Transportation 49 CFR Part 40 following chain of custody protocol. ESS will collect urine samples at the discretion of the SHP dean and/or chair of the DPT Program. The process and procedure for sample collection will adhere to the contract between ESS 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 aryliclohexylamines 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 urine sample will be sent to a Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratory. If the specimen results are non-negative after the screening process at the laboratory, the urine samples will be sent for Gas Chromatography/Mass Spectrometry (GCMS) confirmation.

All non-negative results will be reported to the Medical Review Officer (MRO). After review by the MRO, non-negative results will then be reported to the appropriate associate dean and/or department chair. All non-negative urine samples will be frozen in a secure and locked freezer compartment at the (SAMHSA) laboratory.

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 reliable and credible sources which have been independently corroborated
- 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

Testing for cause will be conducted using the following procedure:

1. The faculty member will have another faculty member or health professional at the practice site to confirm the suspicious behavior.
2. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made after conferring with the appropriate dean, associate dean, and/or department chair.
3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical site policies.
4. The student will be suspended from all clinical activities until the appropriate personnel or committee has reviewed the case designated by the chair of the Department of PT.
5. 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).
6. 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).

7. Confidentiality will be maintained.

8. Failure to comply with “for cause” drug testing will result in immediate administrative withdrawal and a course grade of “F”.

Confidentiality
All testing information, interviews, reports, statements and test results specifically related to the individual are confidential. Drug test results will be sent to the SHP Dean and/or department chair of the DPT Program. 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 as provided in the following paragraph.

Pursuant to the Family Educational Responsibility and Privacy Act (20 USC 1232g) Samford may disclose, to a parent or legal guardian of a student, information regarding any violation of a Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education records, if (A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or abuse.

Non-Negative Drug Screen, Sanctions, Treatment, Referral and Re-application, Opportunity for a Re-Test

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

Department of PT

Hospitals and clinics cannot afford to compromise on patient, safety, health, and welfare. Therefore, if a PT tests positive on a drug screen, the PT is released from employment. PT students are held to this same standard. Hospitals and clinics will not allow a PT student who tests positive on a drug screen to continue in
training or service to their organization. Violations of the Samford Drug and Alcohol Policy will result in the imposition of disciplinary sanctions by the Department of PT up to and including expulsion of the student. ("Drug and Alcohol Policy" as printed in the Samford University Student Handbook. In order to assure patient safety at clinical sites, a non-negative drug screen will be considered evidence of drug use/abuse by the student.

A non-negative drug screen of any of the following substances will result in immediate dismissal from the Doctor of Physical Therapy program: amphetamines or similarly acting sympathomimetics, cannabis, cocaine, hallucinogens, inhalants, phencyclidine (PCP) or similarly acting arylocyclhexylamines. Action taken under the Drug and Alcohol Policy will be independent of action taken, if any, through the Student Values process. Dismissal from the Doctor of Physical Therapy program is not automatically a dismissal from Samford University. The student will be ineligible to receive a letter of good standing from the chair of the DPT Program.

Samford University

Violations of the Samford Code of Values will result in the imposition of disciplinary sanctions up to and including expulsion of the student, ("Code of Values" as printed in the Samford University Student Handbook). The chair of PT will refer results of a non-negative drug screen to the appropriate dean and/or Assistant Dean of Student Services and Values Advocacy. 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

A student with a non-negative drug screen will be referred to a Substance Abuse Treatment Program.

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 non-negative test for substance abuse is found once a student is re-admitted 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.

**Sexual Harassment Policy**

As a Christian institution of higher education, Samford has a moral commitment to the worth and dignity of all individuals. Consequently, sexual harassment is deemed unacceptable and will not be tolerated. Samford’s policy of opposition to sexual harassment is not only a legal responsibility and practical utility, but also stems from the university’s profound commitment to Christian and moral values as expressed in its mission and purpose.

A student who believes he/she has been sexually harassed should report the incident(s) to the Assistant Dean for Student Services and Values Advocate. The assistant dean will advise the student of the procedures to be followed to either file or resolve a complaint.

In all cases, the offended student will be given the option of resolving the issue informally or formally. The formal resolution of a complaint of a student toward another student will be processed through the value violation procedures as described in the *Samford University Student Handbook*. Student-to-student informal resolution will be referred to and administered by the Vice President for Student Services and Enrollment Management or a designee.

Please refer to the *Samford University Student Handbook* for the Title IX Sexual Misconduct Policy.
**Academic Policies**

**Registration**
The Assistant Dean for Enrollment Management and Student Services in the CHS 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.

**Academic Confidentiality**

*Family Educational Rights and Privacy Act*
The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of a student’s education records. The rights of the FERPA heretofore assigned to parents are now transferred to their college students. These rights are:

1. Eligible students have the right to inspect and review all of the student's educational records maintained by the school. The student must contact the dean of academic services and the registrar’s office to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Samford must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties: school employees who have a need to know, other schools to which a student is transferring, parents when a student over 18 is still a dependent, certain government officials in order to carry out lawful functions, appropriate parties in connection with financial aid to a student, organizations doing certain studies for the school, accrediting organizations, individuals who have obtained court orders or subpoenas, persons who need to know in cases of health and safety emergencies, state and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.
Schools may also disclose, without consent, "directory type" information, such as a student's name, address, e-mail address, and telephone number. Samford has designated the following as directory information: student name, address, telephone number, date and place of birth, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, honors, degrees and awards received, most recent previous school attended, and photograph. An eligible student who does not wish for this information to be released without prior written consent must notify in writing the Office of the Dean of Academic Services and Registrar by the last day to Drop/Add without financial penalty in a semester or term.

All testing information, interviews, reports, statements and test results specifically related to the individual are confidential. Drug test results will be sent to the SHP Dean and/or department chair in the SHP. Records will be maintained in a locked cabinet.

Pursuant to the Family Educational Responsibility and Privacy Act (20 USC 1232g) Samford may disclose, to a parent or legal guardian of a student, information regarding any violation of a Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education records, if (A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or abuse.

Distance Education Verification of Student Identity

Purpose and Scope
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 distance education courses, a policy is required to ensure that a student who registers for a Samford distance education course is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in the course.
Policy
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 and password (i.e., Samford ID number)
2. Proctored examinations utilizing Securexam Remote Proctor System
3. Instructor and other pedagogical related practices in verifying student identity

Each distance education student is required to pay a one-time fee for the Securexam Remote Proctor system, allowing the student to take all exams without additional cost.

Should a student not be able to use Securexam, the student may request to schedule an exam on-campus, at a testing center, or at an alternative location. The student is responsible for establishing the proctor at the desired location and communicating with the DPT Program what their plan is regarding the exam. The DPT Program has the right to accept and/or refuse the student’s plan for taking the exam.

Privacy
According to the Higher Education Opportunity Act of 2008 (HEOA), the student’s privacy must be protected at all times. Students will be notified at the time of admission (either verbally or in writing) of any fees that are associated with the DPT Program in the verification of student identity. Should a student request that passwords be reset by Samford’s technology center, the student may be asked to provide at least two or more pieces of information for comparison with data from the student on file.

Responsibility
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. Students are also responsible for providing accurate information about themselves as they apply, are admitted, and matriculate through the DPT Program.
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. All faculty will utilize teaching approaches that promote academic integrity and students will be responsible for their own academic integrity.

**Student Responsibilities & Records Maintenance**

**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 Employment Screening Services (ESS) 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, the first TB skin test can be done in April prior to the first professional practice experience.)

- **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.** It is recommended that you 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 shall turn in a copy of each immunization/vaccine. 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.

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**

- **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.

- Each semester, students in the SHP are automatically enrolled in the university sponsored student health insurance plan. There is a charge for this coverage. If you are a **new** PT student and wish to waive the university sponsored insurance, you must register your personal health insurance coverage by copying/pasting the following link into your browser and completing the information:
  http://www.firststudent.com/schools/SamfordUniversity/waive_insurance.htm

  OR

- If you are a **new** student and would like to enroll in the University offered insurance program, copy/paste the following link into your browser and complete the information:
  http://www.firststudent.com/schools/SamfordUniversity/enrollment.htm

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 ESS 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 pursuit 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 pursuit 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. The principles taught in these courses are to be applied throughout the program including on-campus and off-campus activities.

Prior to the first day of a PI course in a new facility, the student must have completed and uploaded to Employment Screening Services (ESS) 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 Employment Screening Services (ESS) will be shared with clinical faculty for facility compliance purposes.
Student Technology Requirements

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.

Samford Campus Portal

Students are encouraged to take advantage of all the services offered through the campus portal. By clicking on the Banner button, students may obtain important information such as: transcripts, grades, class schedules, and financial aid information.

Moodle

Moodle is the Web-based learning management system used at Samford University to enhance class communication, organization and presentation by providing customizable website templates for courses offered. It is designed to provide tools for building online resources for use with face-to face instruction, hybrid classes, or to support classes offered completely online. The degree to which the system is used in each course varies.

Moodle 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
- Develop quizzes and exams
- 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 Moodle at http://moodle.samford.edu/. For additional information regarding Moodle, contact the Technology Services help desk at 205-726-2662 or at support@samford.edu.

**Exam Soft**

SofTest 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.

**Exxat Clinical Software**

Exxat Software is a web-based interface for students to correspond with clinicians, faculty, and other students. Achievement of professional internship course objectives, student clinical placements, student site/CI assessments, student weekly assignments, and CI weekly evaluations of students are completed and communicated within the software. Site-specific requirements, student profiles, and program/course information are stored and communicated to facilities. The placement functionality allows for complex consideration of student preferences and program course objectives when matching students to sites. By facilitating seamless communication and documentation of clinical activities, Exxat enables student achievement of course objectives while maintaining focus on learning through service to patients.

**Oral and Written Communications**

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:

- Papers should have an introductory paragraph and a conclusion paragraph
- There should be an introductory sentence for each paragraph and transition sentences between paragraphs
- 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:
- Use headings and subheadings to organize papers. See AMA guide for information on headings and subheadings
- All papers and assignments should:
  - Have a separate title page to include: Name, Title of Assignment, Course #, Professor, and Date. Example of title page:

  John Doe, SPT  
  Title of Assignment  
  PHTH 731 PT Exam 1  
  Matthew P. Ford, PhD, PT  
  July 15, 2016
• Be double spaced, in Arial 11 point font
• Have numbered pages (title page not numbered), page 1 is the first page of text
• Have a separate reference page in AMA format
• Meet the page requirements set by the course instructor. Title page and reference page are not to be included in the total number of pages of the paper

❖ All work should be peer reviewed prior to submission or presentation. Peer critique is an excellent tool to improve writing skills, and is a standard practice in scientific writing

Writing Resources
The Communication Resource Center (CRC) offers free tutoring for all Samford students for oral and written assignments. They also assist students with critical reading assignments. Students do not need to schedule an appointment; the CRC works on a drop in schedule. Just stop by the Brooks 222 to talk with a tutor about writing, speaking, or reading.

What the CRC does:

❖ Sessions last approximately 30 minutes
❖ You receive one-on-one time with a tutor to help you learn to write and speak more effectively and read more critically.
❖ They help with any stage of the writing and speaking process--from invention/brainstorming to organizing/revising. They can help you with thesis statements, topic sentences, introductions, conclusions, grammar, formatting, and AMA documentation.
❖ Practice speeches, provide feedback, and redirect anxiety to improve performance
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. 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. 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.
**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.

During PI courses, students are required to be present and engaged in patient care. Time away from patient care should be spent reflecting and preparing. Pursuit of recreation and personal interests is encouraged in a manner that compliments DPT program activities.

The Department of PT and Samford forbids 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.

A student will not be assigned to a facility where they are/were employed. If the DCE makes an exception, the following conditions must be met:

- The organization must be large enough that the student can be placed in an area where they have not been employed
- The facility staff and student are capable of distinguishing between the employer/employee and clinical instructor/student roles

**Campus Services and Information**

**Financial Services Billing**

E-bill notification that a new e-bill has been generated is sent to students via the Samford e-mail system, the official means of communication with students; paper statements are not provided. Students are advised to check their Samford e-mail accounts regularly, at least once each day. Students and authorized users can access the e-bill system at any time. Please contact the bursar’s office for information related to adding any authorized users to your e-bill account.

Students will receive an e-bill approximately 15 days prior to the payment due date. The e-bill reflects activity up to the date the e-bill was generated. Any activity transpiring after the e-bill generation date can be viewed on the Current Activity section of the online e-bill system. Any changes to the bill generated after the e-bill generation date require consulting the online system to view the account summary and arrange payment for all charges by the due date for the term, regardless of whether or not the charge(s) have been billed. There is one payment due date at the start of each term for all Samford students and generally coincides with the first day of class. Failure to make full payment will result in registration cancellation as noted in the academic calendar for your classification.
Financial Aid, Scholarships, and Loans

A financial assistance program, administered by the Office of Financial Aid (OFA), assists Samford students. The OFA is located in the Student Financial Services suite on the first floor of Samford Hall. Office hours are from 8:00am-4:30pm, M-F. Phone: (205)726-2905.

Complete financial aid information for DPT students is available through the Office of Financial Aid (205)726-2905, ofa@samford.edu or http://www.samford.edu/financialaid.

Billing and payment information is available through the bursar’s office broffice@samford.edu, (205)726-2816 or http://www.samford.edu/bursar.

University Health Services

Conveniently located in F. Page Seibert Hall, University Health Services has three examination rooms, a treatment room, triage area, on-site lab, and x-ray. The clinic entrance is located on the east side of Seibert Hall, adjacent to the commuter parking lot. The clinic provides primary medical care services, including acute care for illness and injuries, health maintenance, and management of stable, chronic conditions. Appointments can be made Monday-Friday by calling (205) 726-2835.

Confidential counseling services are available free to enrolled Samford students. Counselors have experience and training in a wide range of issues. In addition to individual counseling, counselors provide relationship counseling, group counseling, academic skills assistance, referral information, and crisis intervention. The counseling services office is located on the lower level of F. Page Seibert Hall in the same area as student health. Appointments can be made Monday–Friday by calling (205) 726-2065.

Library Services

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 at the Reference Desk and online at http://samford.libguides.com/content/php?pid=124380.

**Regular Session Hours- Fall and Spring semesters**

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>1:00 pm-12:00 am</td>
</tr>
<tr>
<td>Monday-Thursay</td>
<td>7:00 am-12:00 am</td>
</tr>
<tr>
<td>Friday</td>
<td>7:00 am-5:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>10:00 am-5:00pm</td>
</tr>
</tbody>
</table>

A complete listing of additional hours and services provided at the library may be viewed at http://library.samford.edu.

**Books and Supplies**

All books and supplies are available online or at the Samford Bookstore located on the first floor of the University Center. Required books are identified on a shelf card listing the course name, number, and professor’s name. Used books are sometimes available.

The Bookstore is open from 7:45 am – 6:00 pm on Monday-Thursay from 7:45 am–4:30 pm on Friday, and 10:00 am – 3:00 pm on Saturday. Students can view a list of required textbooks and materials prior to each term at www.bookstore.samford.edu.

**Campus Safety**

The Department of Public Safety and Emergency Management is staffed 24 hours a day, providing immediate availability for emergency response, performance of security patrols, monitoring of persons on campus, lockouts, dead batteries, and providing other services to the campus community. Public Safety may be reached at (205)726-2020. In the event of a health or campus emergency, please refer to the public safety website as a mechanism for official communication and resources: http://www3.samford.edu/ops/publicsafety.
Inclement Weather Policies

Announcements of the closing of the Samford campus are recorded on the Samford switchboard, (205)726-3673 (SAM-FORD). In addition, the Public Relations Office of Samford notifies local television and radio stations of the closing. RAVE is Samford's emergency notification system. Any campus closings related to weather or safety situations are communicated via email and text message. Sign up for RAVE alerts through the Department of Public Safety and Emergency Management webpage.

Notification of Emergency

The Samford Emergency Readiness Team has placed intensified efforts on ensuring appropriate emergency preparedness for the campus community. As a part of this effort, Alert Samford, Samford’s new web-based app for mobile devices and computers will help all students and employees be prepared for emergencies. Parents can also download the app so they can be aware of campus emergency procedures and information.

Alert Samford is a go-to option for information about what to do in all kinds of emergency situations on campus. It is easy to download and easy to use on your mobile device or your computer. The app is available only through Samford’s website, not through the app store.

Alert Samford is designed to help you be prepared to handle emergency situations and is an additional option for the university to communicate important information in the event of a crisis on campus. The app includes ways to make direct contact with emergency personnel both on and off campus, as well as resources for what to do in various emergency situations. The app also can be personalized with individual emergency contacts and other information. As we make ongoing improvements and add additional features to Alert Samford, the content on your device will automatically update whenever you open the app.

We ask all students and employees to download and become familiar with the information in the app.

Install Alert Samford at www.samford.edu/go/alert from your mobile device and/or your computer.
If you have questions or problems with app installation, please contact Web Services at webservices@samford.edu or ext. 4144.

**Text Message/RAVE ALERT System:** Samford faculty, staff, and students may sign up to receive emergency-related text messages via the RAVE alert through the Department of Public Safety and Emergency Management webpage.

**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.

**E-mail:** Emergency related e-mails are sent to everyone with a samford.edu address.

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

**Samford Cable Television:** The Bulldog Cinema Channel (30) and the Information Channel (36) may broadcast emergency information.

**Samford Homepage:** Emergency updates are posted on www.samford.edu.

**Emergency Response Plan**

The University approaches emergency management from an all hazards perspective but considers the following to be the most likely threats to the institution:

* Fire
* Tornado/severe weather
* Acts of Violence
* Hazardous materials incident

**Evacuation**

In the event of a fire, the Building Emergency Coordinator will pull the Fire Alarm. If a building evacuation is needed for any other reason do not pull the fire alarm, a RAVE notice will be sent by university officials, and the Building Emergency Coordinator should mobilize Floor Coordinators/Marshalls to assist in clearing the building and meeting at the designated Rally Point. Building Emergency Coordinators will account for all persons once at Rally Point.

**Fire Exits**

The Fire Exits for Building 2 are as follows:

- 2nd Floor – West end stairs leading to the loading dock
• 1st Floor – West end stairs leading to the loading dock
• Atrium – West end stairs leading to the loading dock or atrium exit
• Ground Floor – West end exit leading to the loading dock

**Evacuation Rally Point**
In case of an evacuation, Building 2 Rally Point is the pond that runs parallel to Lakeshore Drive. Exit Building 2 using the west end exit door leading to the loading dock or the atrium level exit on the East end of the building. Follow the paved pathway, gather at the southwest end of the pond near Lakeshore Drive and check in with your Building Coordinator.

**Areas of Rescue and Evacuation of Occupants with Impairments**
The areas of rescue and evacuation of occupants with impairments are at the top of the stairs in the center of the building on floors 1 and 2. The Atrium exit is handicapable. On the Ground floor of Building 2, the area of rescue is in the fire exit hallway on the West end of the building.

**Fire Safety**
The College of Health Sciences has a sprinkler fire suppression system with smoke detectors located throughout both buildings.

Manual alarm pull stations:

Building 2:
2nd Floor
• On the wall by room 2203 by the patio exit
• On the dark wood pillar of the Center stairs
• On the wall between the East end stairwell and the elevators
• On the wall just outside the West End stairwell

1st Floor
• On the wall by the doors to the loading dock in the West end of the building
• On the dark wooden post at the top of the Center stairwell
• On the wall across from the West end stairwell next to room 2159
• On the wall the just inside the entrance from Building 1
Atrium
- Inside Freshens on the wall by the exit to the patio seating area
- On the wall outside between Conference Room 2A02 and the entrance to Freshens
- On the wall outside of the West end staircase and Study Room 2A43
- On the wall by the stairwell and the elevators on the East end of the building across from the fire extinguisher
- On the wall outside room 2A25 by the entrance from Building 1

Ground Floor
- Outside of the stairwell on the West end of the building

Fire Extinguishers may be found in the following locations:

Building 2:
2nd Floor
- On the wall across from Seminar Room 2208
- On the wall outside room 2237
- On the wall by room 2216 and the patio exit

1st Floor
- On the wall by the Elevator on the West side of the building, just before the exit doors to the loading dock
- On the wall outside the restrooms

Atrium
- There are 2 on the wall behind the ordering counter in Freshens
- On the wall between Conference Room 2A02 and room 2A47
- On the wall outside the entrance to the restrooms
- On the wall between the elevator and stairwell on the East end of the building across from the fire pull station
- On the wall across from rooms 2A26 and 2A27

Ground Floor
- On the wall between room 2G34 and the stairwell on the West side of the building
- On the wall outside of room 2G16
AED Station in Building 1 is located inside of Freshens on the Atrium level on the wall just inside the large patio doors.

**Shelter**

Tornado/Severe Weather

For Building 2:
- Proceed to the lowest level of the west stairwell and the surrounding hallways are underground as are the restrooms and the walkway to the loading dock.

**Secured Shelter**

- Secure areas for Building 2 can include classrooms and offices that lock from the inside.

**Attendance**

Attendance is mandatory. Be punctual and be prepared for classes (classroom or online), laboratory, and internships. Students are expected to participate in all class discussions. Any material(s) assigned by core, associate, or clinical faculty as preparatory is the responsibility of the student. Each course instructor establishes specific assignments and attendance requirements and indicates them in the course syllabus. Ultimately, each student bears the responsibility to be aware of and adhere to attendance, preparation, and punctuality requirements.

In the event of extenuating circumstances, students must notify the instructor prior to class and make arrangements for any make-up work. For instance, when students feel ill or when a student has seen a physician regarding a medical condition and are deemed contagious, the student should stay home from the school/internship. The student remains responsible for any material covered, assignments, or testing missed. Failure to do so may affect the course grade. See course syllabi for more specific guidelines relating to each course.

If the DPT student is currently engaged in a PI course, the internship attendance policy is in effect. Students are responsible for personally contacting their Clinical Instructor (CI) and the DCE to report any absence/late arrival or if an unavoidable absence is anticipated. The change of schedule option will be reviewed and pre-approved on a case by case basis. All absences, changes, and late arrivals during the PI are to be documented in Exxat. In addition, students are to follow each internship site’s procedure for informing the PT department of an absence/late
arrival. These procedures should be followed each day of absence/late arrival. See the professional internship course syllabi for additional information related to attendance.

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.

Patterns of excessive absences, both in classes or PI, are not permitted and may result in disciplinary action, including dismissal from the DPT Program.

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.
Assessment Policy

Grading Scale

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

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>89-91.9</td>
<td>B+</td>
</tr>
<tr>
<td>82-88.9</td>
<td>B</td>
</tr>
<tr>
<td>80-81.9</td>
<td>C+</td>
</tr>
<tr>
<td>75-79.9</td>
<td>C</td>
</tr>
<tr>
<td>70-74.9</td>
<td>D</td>
</tr>
<tr>
<td>0-69.9</td>
<td>F</td>
</tr>
</tbody>
</table>

Professional Internships  Pass(P)/Fail(F)

Academic Progression

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

- Have a completed Samford Health Form (with all required immunizations) updated annually and on file in University Health Services and the SHP.
- Carry health insurance while enrolled at Samford.
- Provide current documentation of Basic Life Support Cardiopulmonary Resuscitation (BLS-CPR) Certification prior to clinical rotations
- Adhere to the Code of Ethical/Professional Conduct as specified in the Samford University Student Handbook.
- Submit to a background check and drug testing. Obtain an acceptable result prior to matriculation, as required by a facility placement, at random, or for cause. (see substance abuse policy)
- Carry a GPA of a 3.00 or higher
- Earn 2 or less C+ semester grades over the 3 year curriculum
- Pass all skills assessment and practicals
- Pass 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 failed to complete some portion of the required work because of an emergency, and 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.

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.

**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 in order 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 will be in the cognitive, psychomotor, and affective domains of Bloom’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. Students
can choose to take the skills assessment whenever they feel they are prepared. 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 2nd 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 3rd attempt they are subject to dismissal. Students must pass all skills assessments in order 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 82% on an exam relevant to the course. Failure to perform the practical examination in a safe manner can result in a failure of the exam. Should a student score less than 82% 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 score is calculated starting from 82%. If they miss 5% points on the retake, their calculated score for semester average is 78%. Should the student score below 82% on the second attempt they will fail the course and will not be allowed to continue on to the next semester.

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.
- No bathroom breaks during exams
- If a student misses a scheduled exam without an approved excuse or prior notification and approval by the instructor of record, the grade will result in a zero
- It is the responsibility of the student to confirm that their request and/or notification has been received and granted by the instructor of record

Dismissal Policy
DPT students must maintain a grade point average \( \geq 3.00 \), earning B’s or higher with no more than two C+ course grades during the three year DPT Program, pass all skills assessments, practicals, exams, and PI courses in order to progress in the DPT Program. 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 Vice Provost of Health Sciences. 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.

**Problem Resolution**

Students should initially discuss problems/issues/concerns with the individuals involved, typically the faculty member teaching the course. If a matter remains unresolved, the student should contact the DPT Chair. If the issue remains unresolved, the student should schedule an appointment with the Dean of the SHP. The Vice Provost is the next point of contact if matters are not resolved.

In the case of PI courses, problems should be respectfully discussed and resolved between individuals involved, typically the CI and the student, escalating the issue to the CCCE and DCE only as needed. Exceptions to this problem resolution strategy and when the DCE should immediately be involved are when the problem involves unprofessional (including unethical/illegal) or unsafe practices, or any other problem that could result in student failure of the PI course.

Please consult the *Samford University Student Handbook* for university policy regarding problem resolution.

**Internship Evaluations**
Students receive a “pass” or “fail” grade based on compliance with course requirements and successful completion of course objectives in the PI courses. The WebCPI is used to assess the student performance related to course objectives.

The DCE is responsible for assigning grades and will consider WebCPI ratings, course assignments, WebCPI comments, and/or discussions with the CI, CCCE, and/or student during the assessment. When assigning grades, the DCE will consider clinical setting, students’ level of experience with patients or clients complexity, students’ level of experience within the didactic and clinical components, whether any significant concerns identified were appropriately addressed in consultation with the DCE, relative weighting or importance of each performance criterion, expectations of site and academic program, progression of performance, and the congruence between the CIs feedback and student self-assessment. Refer to Professional Internship CPI Grading Criteria. In addition, students must satisfactorily complete all portions of the PI assignment by the posted deadlines in Moodle.

Prior to the beginning of each PI course, the DCE will review with DPT faculty the performance of all students to assure that they are in good academic standing.

Core Abilities

Core Abilities Statement
The Normative Model of PT Professional Education, Clinical Education Component states: “Behavior is equal in importance with knowledge and skill.” The faculty in the Department of Physical Therapy supports the expectations that students demonstrate professional behaviors in the core abilities, which have been adopted as part of the Normative Model of PT professional education by the American Physical Therapy Association. The research on the core abilities has primarily been presented by Warren W. May, PT, M.P.H., Gwyneth Straker, MS, PT, and Lynn Ford, MSPT, M.ED. The core abilities include the following assumptions: “The process of becoming socialized into a profession requires hard work and takes a long time; therefore, it must begin early.

A repertoire of behaviors, in addition to a core of knowledge and skills, is important to be successful as a PT. Professional behaviors are defined by the ability to generalize, integrate, apply, synthesize, and interact effectively.
Further discussion of the progression of core ability behavioral criteria development is done during the Clinical Education classes. Students are expected to progress from beginning, to developing, to entry-level behaviors through the course of the DPT Program. Entry-level behavior in each of the core abilities is expected by the completion of the final internship with progress noted during the previous internships.

Core Abilities Defined

Core abilities are attributes, characteristics, or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills, but are nevertheless required for success in the profession. Ten generic abilities were identified through a study conducted at the University of Wisconsin-Madison in 1991-92. The ten abilities and definitions developed are listed below:

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

- Stress Management-The ability to identify sources of stress and to develop effective coping behaviors


The following are Behavioral Criteria for the 10 Core Abilities

**Commitment to Learning**

**Beginning Level**

- Identifies problems
- Formulates appropriate questions
- Identifies and locates appropriate resources
- Demonstrates a positive attitude (motivation) toward learning
- Offers own thoughts and ideas
- Identifies need for further information

**Developing Level (builds on proceeding level)**

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

**Entry Level (builds on proceeding level)**

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

**Post-Entry Level (builds on proceeding level)**

- Questions conventional wisdom
- Formulates and re-evaluates position based on available evidence
- Demonstrates confidence in sharing new knowledge with all staff levels
- Modifies programs and treatments based on newly-learned skills and
Consults with other allied health professionals and PTs for treatment ideas
Acts as a mentor on area of specialty for other staff

Interpersonal Skills

Beginning Level
- Maintains professional demeanor in all clinical interactions
- Demonstrates interest in patients as individuals
- Respects cultural and personal differences of others; is non-judgmental about patients’ lifestyles
- Communicates with others in a respectful, confident manner
- Respects personal space of patients and others
- Maintains confidentiality in all clinical interactions
- Demonstrates acceptance of limited knowledge and experience

Developing Level (builds on preceding level)
- Recognizes impact of non-verbal communication and modifies accordingly
- Assumes responsibility for own actions
- Motivates others to achieve
- Establishes trust
- Seeks to gain knowledge and input from others
- Respects role of support staff

Entry Level (builds on preceding level)
- Listens to patient but reflects back to original concern
- Works effectively with challenging patients
- Responds effectively with challenging patients
- Talks about difficult issues with sensitivity and objectivity
- Delegates to others as needed
- Approaches others to discuss differences in opinion
- Accommodates differences in learning styles

Post-Entry Level (builds on preceding level)
- Recognizes role as a leader
- Builds partnerships with other professionals
- Establishes mentor relationships

Communication Skills
**Beginning Level**

- Demonstrates understanding of basic English (verbal and written): uses correct grammar, accurate spelling and expression
- Writes legibly
- Recognizes impact of non-verbal communication: maintains eye contact, listens actively

**Developing Level (builds on preceding level)**

- Utilizes non-verbal communication to augment verbal message
- Restates, reflects and clarifies message
- Collects necessary information from the patient interviews

**Entry Level (builds on preceding level)**

- Modifies communication (verbal and written) to meet the needs of different audiences
- Presents verbal or written message with logical organization and sequencing
- Maintains open and constructive communication
- Utilizes communication technology effectively
- Dictates clearly and concisely

**Post-Entry Level (builds on preceding level)**

- Demonstrates ability to write scientific research papers and grants
- Fulfills role as patient advocate
- Communicates professional needs and concerns
- Mediates conflict

**Effective Use of Time and Resources**

**Beginning Level**

- Focuses on tasks at hand without dwelling on past mistakes
- Recognizes own resource limitations
- Uses existing resources effectively
- Uses unscheduled time efficiently
- Completes assignments in timely fashion

**Developing Level (builds on preceding level)**

- Sets up own schedule
- Coordinates schedule with others
- Demonstrates flexibility
- Plans ahead
Entry Level (builds on preceding level)

- Sets priorities and reorganizes as needed
- Considers patient’s goals in context of patient, clinic, and third party resources
- Has the ability to say “No”
- Performs multiple tasks simultaneously and delegates when appropriate
- Uses scheduled time with each patient efficiently

Post-Entry Level (builds on preceding level)

- Uses limited resources creatively
- Manages meeting time effectively
- Takes initiative in covering for absent staff members
- Develops programs and works on projects while maintaining case loads
- Follows up on projects in a timely manner
- Advances professional goals while maintaining expected workload

Use of Constructive Feedback

Beginning Level

- Demonstrates active listening skills
- Actively seeks feedback and help
- Demonstrates a positive attitude toward feedback
- Critiques own performance
- Maintains two-way communication

Developing Level (builds on preceding level)

- Assesses own performance accurately
- Utilizes feedback when establishing pre-professional goals
- Provides constructive and timely feedback when establishing pre-professional goals
- Develops plan of action in response to feedback

Entry Level (builds on preceding level)

- Seeks feedback from clients
- Modifies feedback given to clients according to their learning styles
- Reconciles differences with sensitivity
- Considers multiple approaches when responding to feedback

Post-Entry Level (builds on preceding level)
- Engages in non-judgmental, constructive problem solving discussions
- Acts as conduit for feedback between multiple sources
- Utilizes feedback when establishing professional goals
- Utilizes self-assessment for professional growth

**Problem-Solving**

**Beginning Level**
- Recognizes problems
- States problems clearly
- Describes known solutions to problem
- Identifies resources needed to develop solutions
- Begins to examine multiple solutions to problems

**Developing Level (builds on preceding level)**
- Prioritizes problems
- Identifies contributors to problem
- Considers consequences of possible solutions
- Consults with others to clarify problem

**Entry Level (builds on preceding level)**
- Implements solutions
- Reassesses solutions
- Evaluates outcomes
- Updates solutions to problems based on current research
- Accepts responsibility for implementing solutions

**Post-Entry Level (builds on preceding level)**
- Weighs advantages
- Participates in outcome studies
- Contributes to formal quality assessment in work environment
- Seeks solutions to community health-related problems

**Professionalism**

**Beginning Level**
- Abides by APTA Code of Ethics
- Demonstrates awareness of state licensure regulations
- Abides by facility policies and procedures
- Projects professional image
- Attends professional meetings
Demonstrates honesty, compassion, courage, and continuous regard for all

**Developing Level (builds on preceding level)**
- Identifies positive professional role models
- Discusses societal expectations of the profession
- Acts on moral commitment
- Involves other health care professionals in decision making
- Seeks informed consent from patients

**Entry Level (builds on preceding level)**
- Demonstrates accountability for professional decisions
- Treats patients within scope of expertise
- Discusses role of physical therapy in health care
- Keeps patient as priority

**Post-Entry Level (builds on preceding level)**
- Participates actively in professional organizations
- Attends workshops
- Actively promotes the profession
- Acts in leadership role when needed
- Supports research

**Responsibility**

**Beginning Level**
- Demonstrates dependability
- Demonstrates punctuality
- Follows through on commitments
- Recognizes own limits

**Developing Level (builds on preceding level)**
- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for patients
- Offers and accepts help
- Completes projects without prompting

**Entry Level (builds on preceding level)**
- Directs patients to other health care professionals when needed
- Delegates as needed
- Encourages patient accountability
Post-Entry Level (builds on preceding level)

- Orient and instructs new employees/students
- Promotes clinical education
- Accepts role as team leader
- Facilitates responsibility for program development and modification

Critical Thinking

Beginning Level

- Raises relevant questions
- Considers all available information
- States the results of scientific literature
- Recognizes "holes" in knowledge base
- Articulates ideas

Developing Level (builds on preceding level)

- Feels challenged to examine ideas
- Understands scientific method
- Formulates new ideas
- Seeks alternative ideas
- Formulates alternative hypotheses
- Critiques hypotheses and ideas

Entry Level (builds on preceding level)

- Exhibits openness to contradictory ideas
- Assesses issues raised by contradictory ideas
- Justifies solutions selected
- Determines effectiveness of applied solutions

Post-Entry Level (builds on preceding level)

- Distinguishes relevant from irrelevant patient data
- Identifies complex patterns of associations
- Demonstrates beginning intuitive thinking
- Distinguishes when to think intuitively vs. analytically
- Recognizes own biases and suspends judgmental thinking
- Challenges others to think critically

Stress Management

Beginning Level

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

**Developing Level (builds on preceding level)**
- Maintains balance between professional and personal life
- Demonstrates effective affective responses in all situations
- Accepts constructive feedback
- Establishes outlets to cope with stressors

**Entry Level (builds on preceding level)**
- Prioritizes multiple commitments
- Responds calmly to urgent situations
- Tolerates inconsistencies in health care environment

**Post-Entry Level (builds on preceding level)**
- Recognizes when problems are insolvable
- Assists others in recognizing stressors
- Demonstrates preventative approach to stress management
- Establishes support network for self and clients
- Offers solutions to the reduction of stress within the work environment
Professional Internships

Student Rights and Responsibilities

Enrollment in a DPT professional internship grants students certain rights and responsibilities.

Student Responsibilities

The DPT program expects an acceptable quality of work and mature, professional behavior from every student enrolled in the DPT Program. Student responsibilities include, but are not limited to the following:

1. Contact clinical facilities at least 8 weeks in advance of the first day of arrival, send an introductory email/letter, confirming arrangements and obtaining information about site policies and procedures. Students are responsible for having all required documentation the first day of the clinical assignment.
2. Engage in the facility orientation process.
3. Arrive on time each day prepared for PI assignments and remain engaged in patient care or educational activities throughout the internship day. The change of schedule option will be reviewed and pre-approved on a case by case basis. All absences, changes of schedule, and late arrivals during PI are to be documented in Exxat.
4. Refrain from attending to personal business during internship experiences.
5. Carry out assignments without excessive reminders (e.g., weekly reviews, action plans, case logs, CPI, PTSE).
6. Prior to the beginning of the clinical experience, review personal goals, internship goals/objectives, and experience level with the CI. Revisit goals on a regular basis.
7. Maintain current CPR certification and health records (vaccinations, exams).
8. Maintain accountability for own learning activities.
9. Respect and show appreciation for the CI/CCCE’s experience, willingness to contribute to the student’s learning experience, and individual approach to patient care.
10. To behave in a professional manner and be receptive to educational experiences.
11. Communicate effectively, respectfully, and in a timely manner.
12. Wear name badge in a visible location above the waist.
13. Always take time for the SU DPT five points of professionals:
a. Wash hands  
b. Introduce self as a “student PT”  
c. Confirm the patient’s identity using two identifiers  
d. Explain the procedure  
e. Obtain consent prior to contact and procedures. The same applies to care of non-patient volunteer subjects.

15. Maintain safety at all times to include use of standard precautions.  
16. Act professionally and ethically at all times.  
17. Accept constructive criticism and use it to improve performance.  
18. Ensure supervision by a licensed PT.  
19. Respect the confidentiality of all information obtained during internships, including patient information in accordance with HIPAA, as well as, facility information such as protocols and administrative information.  
20. Communicate to the DPT Program any unprofessional, unsafe, unethical, or illegal practices during PIs according to the critical incident protocol.

Student Rights  
Students in an internship-learning environment should expect the following:

1. To learn in a non-threatening environment.  
2. To maximize opportunity to obtain internship experiences.  
3. To be respected as a student PT.  
4. To be communicated with clearly, honestly, and in a timely manner.  
5. To have personal property respected.  
6. To have all student/instructor communication conducted in a respectful manner.  
7. That they will not be exploited for the profit of the internship facility.

Should a student encounter a situation in which they feel that these rights are being violated, the student is encouraged to consult the problem resolution section of this manual.

All patients have the right to refuse participation in the PT clinical education process. The student must respect this right during their clinical experience.

*Professional Internship Orientation*

PT students should send an introductory email/letter to facilities at least 8 weeks in advance of the first clinical day. Students are to review the CSIF in developing
the letter in order to focus questions, and students are to follow-up the introductory email with a phone call.

Students are to arrive early on the first day to allow for unexpected issues, such as commute and parking problems.

Areas for the DPT student to cover during clinical orientation:

- Determine CI(s), designating a primary CI in the case of multiple CIs or alternate CCCE in the case of the CCCE serving as the primary CI
- Facility Policies and Procedure
  - Emergency Procedures
  - Fire Safety Plan
  - Identification
  - Personal Electronic Devices
  - Inclement Weather Policy
  - Food/Drink Policy
  - Absence/Late Arrival Policy
  - Dress Code
  - Health/Safety Requirements
    - Infection Control Procedures
    - Incident Reporting
- Facility Specific Internship Requirements – expectations and projects (Ex. develop/update facility student manual or online CSIF, in-service, article reviews)
- Health care organization, philosophy, and mission
- Names and roles of staff
- Plan for available special learning experiences (observing surgery, specialized areas, working with other disciplines – interprofessional practice)
- Documentation (students review facility chart review check list if available)
- Billing/3rd party payer requirements and any policies specific to students
- Facility Tour:
  - Storage of personal items/food
  - Cafeteria if available
  - Emergency exits
- Fire extinguishers
- First aid kits, crash carts, and defibrillator

- Determine a designated place for completing documentation/assignments
- Schedule for meetings (staff meetings, grand rounds)

Areas for student to discuss with CI(s) during clinical orientation:
- Schedule of CI supervision if student has multiple CIs
- Timeline for completing assignments, weekly reviews, midterm, and final summative evaluations – review these documents and ensure CI access to them
- CI time off - plan for student supervision and learning experiences
- CI suggestions for student use of downtime; students are responsible for productive use of downtime consistent with course objectives
- Patient scheduling and CI/student productivity requirements
- Any concerns on the part of the CI or student
- Preferences for communication: feedback

Learning objectives and responsibilities as outlined in student manual. Based on the objectives of the clinical course:

- Set site specific goals for the internship
- Start with goals for the first week using the Week #1 Debriefing (these will be reviewed and updated each week)
- For PHTH 782 & 783, set general goals for the first half of the internship leading into midterm, then goals for the final half of the internship
- Discuss overall goals and expectations upon completion of the internship

The student should obtain this important information the first day and keep it accessible:
- CI contact information (cell phone/email) – discuss when it is appropriate to use
- Phone number for emergencies (if other than 911, like a hospital)
- Phone number for security (if applicable)

The student should provide to the CI/CCCE:
- Student contact information including cell phone and email
- Confirm the CI/CCCE knows how to contact the DCE by phone/email
**Internship Placements**

Each health care facility, with an affiliation agreement with the PT department, will receive placement requests the beginning of March of the previous calendar year. A date in April will be set as the deadline for receiving slot commitments. The DCE will make placements in collaboration with faculty based on a combination of factors including prior PI assignments and academic need/performance. The DCE is the final authority on placement decisions, and academic need takes precedence.

Establishment of New Professional Internship Affiliations

Students may request the establishment of new internship affiliation contracts. All contracts must be established for the following year prior to sending requests in March of the year preceding the PI course. Therefore, students must email a new facility affiliation request to the DCE prior to January of the year preceding the applicable internship course. Students must include a contact name for the person who handles PT student placements, this person’s direct email and direct phone number, and submit an explanation of what unique factors would be added by pursuing the new agreement. This information is to be emailed to the department administrative assistant and copied to the DCE. There is no guarantee that facilities suggested by students will be approved by the DCE, that the facility will agree to establish a contract with Samford, or that the student should expect to be placed in that facility.

**Professional Internship Reassignment**

The DCE may request reassignment of a student to another CI within a facility. If there are reasonable indications that the site is not able to provide a learning environment that allows student achievement of course objectives or there are practices at the facility that are unsafe, unethical, illegal, or unprofessional, the DCE reserves the right to withdraw the student from a site. If this occurs, the student will be reassigned to a different site. Reassignment may extend the internship or result in modification of the internship in order to meet course objectives.

**Internship Supervision**
Supervision of DPT students engaged in patient care is restricted to licensed PTs. The DPT student is accountable for ensuring they do not practice physical therapy without supervision. Practicing physical therapy without proper supervision is a safety and legal issue and could result in dismissal from the DPT Program.

**Incident Reporting**

It is the responsibility of the student to immediately report any incident that places anyone at risk, including patients, the student, the clinical faculty, or the university. This can include but is not limited to patient injury/falls while in the care of a student, unethical/illegal/unsafe/unprofessional behaviors, or unresolved disagreements with clinical faculty. If the student is unsure if an incident is of a reportable nature, it should be reported to the DCE.

The following procedure is to be followed by the student:

1. Notify the CI/CCCE of the incident.
2. Follow the policy and procedures for incident reporting at the facility in consultation with the CI/CCCE.
3. Call and then email the DCE to notify the Department and engage the DCE and CI in developing an action plan to prevent reoccurrence of the issue.

The DCE will determine the nature of the incident and direct the student through the appropriate procedures. CIs are prompted to report critical incidents in WebCPI. A student’s failure to immediately report an incident can result in suspension from internships, dismissal from the DPT Program, and loss of liability protection.

Students must complete required incidence reporting forms within 24 hours and submit them to the DCE.

**Internship Illness or Injury**

Students who are injured or become ill while providing patient care MUST notify the CI and the DCE immediately and follow the facility’s policy and procedures for injury or illness, including incident reporting as stated above when applicable.

Students are responsible for any expense incurred in treating their illness or injury. Each student is required to carry personal health care coverage.
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 Profession Conduct Policy, Code of Ethics, and Guide for Professional Conduct throughout all aspects of Samford’s DPT Program.

____________________________________________
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: ________________

__________________________________________ Date

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

________________________________________________________________
Signature of Faculty  Date

Note to parent/guardian: Signing this form shall prevent Samford University from liability of any nature that might result from this plan of action. I hereby give permission for my child to participate.

________________________________________________________________
Printed Name of Patient/Client  Date

________________________________________________________________
Signature of Patient/Client  Telephone No.  Date

If child (under 18 years old):

________________________________________________________________
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 (or designee)  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
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.

_______________________________________________________
Type or Print Student’s Name

___________________________________________
Student’s Signature                (If Student is 19 Years of Age or older)
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_________________