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**Manchester**  
**University**

**Manchester University:  
Doctor of Physical  
Therapy Program  
Student Handbook**

DATE APPROVED 5/23/2025

MANCHESTER UNIVERSITY | 10627 Diebold Rd, Fort Wayne, IN 46845

## Disclaimer

The provisions of this Doctor of Physical Therapy Student Handbook do not constitute a contract, express or implied, between Manchester University and any applicant, student's family, or faculty or staff member. The Manchester University Doctor of Physical Therapy Program reserves the right to change the policies, procedures, rules, regulations, and information in this Doctor of Physical Therapy Student Handbook at any time without notice. Changes will become effective at the time the proper authorities determine, and the changes will apply to both prospective students and those already enrolled. This handbook is a general information publication only, and it is not intended to -nor does it - contain all regulations that relate to students.

The following policies and procedures are written to supplement and further expand upon those discussed in the Manchester University Student Handbook, Catalog, and University policies. Students are responsible for reading and following the policies and procedures in addition to those described in the aforementioned documents. In the event of a conflict between the University handbook and this student handbook, policies in this handbook would prevail.

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*This handbook is published for information purposes only. Although every effort is made to ensure accuracy at the time of publication, this handbook shall not be construed to be an irrevocable contract between the student and the university. Manchester University and the Manchester University Doctor of Physical Therapy reserve the right to make any changes in the content and provisions of the handbook without notice. Where the Manchester University Student Handbook is silent or where the Manchester University Doctor of Physical Therapy Student Handbook expands upon a general university policy, the Manchester University Doctor of Physical Therapy Student Handbook takes precedence. Other handbooks that are applicable to students include the Graduate Student Handbook*

## **Welcome**

### ***Program Director Coffee Chat***

Welcome to the Doctor of Physical Therapy Program at Manchester University! We are thrilled to welcome you into our community—one that values connection, purpose, and excellence in every facet of education and service.

You are about to embark on a transformative 30-month journey—one that is rigorous, rewarding, and rooted in a bold, student-centered approach. Throughout this journey, your professors, mentors, and peers will walk beside you, each contributing to an atmosphere of collaboration, encouragement, and shared growth.

At Manchester, our mission is clear: to educate innovative physical therapists who optimize human movement and function across the lifespan, empowering individuals and communities through evidence-based practice, leadership, advocacy, and a commitment to social responsibility. This isn't just about earning a degree—it's about becoming a compassionate leader equipped to meet the needs of an ever-changing world.

The doctoral journey is demanding, no doubt. But it is also deeply enriching. You are in control of your learning—and with maturity, motivation, and curiosity, you'll gain far more than knowledge. You'll gain confidence, resilience, and purpose. Take time to celebrate your accomplishments, lean on your community, and recognize how each challenge helps shape you—not just as a physical therapist, but as a leader.

We like to think of each student as an uncut key. Through your time here, your experiences, mentorships, and milestones will shape that key—unlocking doors to futures you may not yet imagine.

Thank you for joining the Manchester University Doctor of Physical Therapy Program. We're honored to walk this journey with you—and excited to witness the difference you will make.

Thanks for being part of our family!

Program Director—Doctor of Physical Therapy

**Doctor of Physical Therapy Faculty and Staff Information**



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## Preface

Students in the Doctor of Physical Therapy Program are students at Manchester University. Therefore, students must comply with the requirements and academic standards specified in the current edition of the Manchester University Catalog and the requirements outlined in this handbook. A copy of the catalogs and the most recent addendum can be found at on the Manchester University Registrar's webpage. Policies and Procedures outlined in this handbook are specific to the DPT Program or different from the other catalogs. If a policy is not listed in this handbook, then other handbooks take precedence. Students enrolled in the Doctor of Physical Therapy Program are expected to be familiar with the information in the Manchester University Catalog and this handbook and acknowledge such by signing the form "Student Handbook Acknowledgement" found in the back of this handbook or filling out the electronic version in the CORE ELMS platform (<https://corehighered.com/login-elms>).

The Doctor of Physical Therapy Student Handbook outlines the mission, goals, objectives, and philosophy of the Department of Physical Therapy at Manchester University. It also contains department policies and procedures that affect students enrolled in the Doctor of Physical Therapy Program. The policies are intended (1) to protect and make explicit student rights and responsibilities, and (2) to ensure that the Doctor of Physical Therapy Program operates in a manner that is consistent with its obligations as a professional physical therapist education program.

This handbook is reviewed annually to help ensure compliance with all standards, including those set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE). Manchester University and the Doctor of Physical Therapy Program reserve the right to change any provision or requirement contained in this informational document at any time with or without notice. Please read this handbook carefully. Students are responsible for being familiar with the contents and verifying the contents when questions arise. Questions related to the content of this handbook should be relayed to the DPT Program Director.

## SECTION 1: MANCHESTER UNIVERSITY AND THE DOCTOR OF PHYSICAL THERAPY PROGRAM

### 1.1 ABOUT THIS HANDBOOK

The purpose of the Manchester University Doctor of Physical Therapy Student Handbook is as follows:

1. Provide important programmatic information.
2. Supplement the Manchester University Catalog(s)
3. Inform all program stakeholders of policies, procedures, rights, and responsibilities. Stakeholders include but are not limited to:
  - a. Students
  - b. Faculty
  - c. Clinical Internship Sites and Clinical Faculty
  - d. Accreditors
  - e. Public

Each student must be sure to keep this handbook throughout their time at Manchester University as a reference and a guide. Students are responsible for knowing, understanding, and adhering to the policies and information contained in this handbook. Students are responsible for being familiar with the contents and verifying the contents when questions arise.

The contents of the Doctor of Physical Therapy Student Handbook do not create a contract, nor does possession constitute a guarantee of continued enrollment in Manchester University's Doctor of Physical Therapy Program. The Program reserves the right to modify, amend, or delete statements in the Program's Doctor of Physical Therapy Student Handbook including making changes in the curriculum and policies as deemed necessary.

### 1.2 ABOUT MANCHESTER UNIVERSITY

Manchester University (hereafter referred to as "The University") is regionally accredited by the Higher Learning Commission (HLC). Manchester University offers more than 70 areas of undergraduate study, five master's programs (accountancy, athletic training, business, nutrition and nutrigenomics, and pharmacogenomics), a professional doctorate in physical therapy, pharmacy, and a dual degree in pharmacy and pharmacogenomics to about 1,300 students from 21 states and 9 countries. The independent, liberal arts school is located in North Manchester, Ind., where 76 percent of the students live on the 120-acre campus. Our Doctor of Pharmacy Program, as well as the Doctor of Physical Therapy and Master of Athletic Training, Nursing, and Pharmacogenomics, are on the Manchester University Fort Wayne location.

Manchester has deep roots in the Church of the Brethren; about 6 percent of the students are members of the denomination.

#### MISSION STATEMENT

Manchester University respects the infinite worth of every individual and graduates persons of ability and conviction that draws upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition.

#### VALUES STATEMENT

As a community of higher education rooted in the liberal arts and the traditions of the Church of the Brethren, Manchester University values:

- LEARNING, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live healthy, productive, and principled lives.
- FAITH, because our diverse faiths call us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of agape (selfless love), tikkun olam (repairing a broken world), and salam (peace);

- SERVICE, because committing self in service to others connects faith with action and abilities with convictions;
- INTEGRITY, because honesty and trust are the foundations of teaching and learning, enriching, enduring relationships, and strong communities;
- COMMUNITY, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.

### **Manchester University**

Manchester University is committed to non-discrimination in campus life. The University does not discriminate on the basis of national origin, ancestry, race, color, age, sex, gender identity or expression, sexual orientation, familial status, religion, disability or veteran status in admissions or any area of campus life, including its educational programs, scholarships and loan awards, residence life programs, athletic programs, extracurricular programs, promotion and tenure policies and practice, and alumni affairs. Manchester University is committed to carry out the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act, which provide for accessibility of University programs to the physically disabled.

Manchester is a drug and alcohol-free campus for all employees and students and offers educational programs in alcohol and drug awareness for all campus groups. Additional information regarding Manchester’s policy and responsibilities can be found at [Alcohol and Other Drugs](#) page with [Student Life](#).

Manchester University reserves the right to make any changes in the content and provisions of the catalog without notice. This includes the right to change the rules regulating admission to, instruction in, and graduation from the University, and to change any other regulations affecting the student body, which shall apply not only to prospective students but also to those presently matriculated in the University.

Veterans: Information contained in this publication is hereby certified as true and correct in content and policy as of the date of publication, in compliance with the Veterans Administration DVB Circular 20-76-84 and Public Law 94-502.

Manchester University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974/1996. A full description of FERPA rights is in the Academic Services section.

### **University Accreditation and Affiliations**

Manchester University is accredited by the Higher Learning Commission (HLC) (regional). Accreditation of an institution of higher education by the Higher Learning Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the HLC is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the HLC should be directed to the administrative staff of the institution. Individuals may also contact:

Higher Learning Commission (HLC) since 1932, 230 S. LaSalle, Ste. 7-500, Chicago, IL 60604, [www.hlcommission.org](http://www.hlcommission.org). Please utilize the HLC widget to the right of this paragraph for full status information

State of Indiana, Manchester University is authorized by name in statute as an approved institution of higher education in the state of Indiana.

Student Complaints: In compliance with federal guidelines, please contact the Indiana Commission for Higher Education following the steps outlined here for Indiana's higher education complaint resolution process. Distance education students living in other states may also utilize this process to contact the Indiana Commission for Higher Education.

The University is approved by the Federal and State Governments for student aid programs and the training of international students. It is also approved by the Washington Student Achievement Council's State Approving Agency for the training of veterans under the U.S. Code, Title 38, Chapters 30, 31, 32, 34, 35, and Title 10, Chapter 1606, and by Washington State for training in Vocational Rehabilitation.

GI Bill® is a registered trademark of the US Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official US government website at <http://www.benefits.va.gov/gibill>.

The University is an institutional participant in the National Council of State Authorization Reciprocity Agreement (NCSARA) initiative. NC-SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. NC-SARA is overseen by a National Council and administered by four regional education compacts. A list of membership institutions is located at [www.nc-sara.org](http://www.nc-sara.org).

### **1.3 ABOUT MANCHESTER UNIVERSITY DOCTOR OF PHYSICAL THERAPY PROGRAM**

#### **Doctor of Physical Therapy Program Description**

The Doctor of Physical Therapy Program at Manchester University empowers compassionate and skilled professionals to become dedicated champions in the health care profession. Embodying both empathy and healing, our DPT Program prepares physical therapists to enhance the physical and emotional well-being of populations.

Our carefully crafted physical therapy degree program equips you to navigate the challenges of modern health care. This includes a blend of intensive physical therapy courses and hands-on clinical experiences. As a DPT graduate, you'll possess the expertise to address a wide range of conditions, employing exercises, hands-on therapies and patient education to help individuals lead active, pain-free lives.

Throughout your physical therapy training, you'll learn from expert faculty mentors who cultivate the skills needed for evaluating, diagnosing and effectively treating an array of conditions. Collaborative research projects with faculty further enhance your learning.

Moreover, as a student in our physical therapy program, you'll join the American Physical Therapy Association in your first year. This provides a gateway to participation in professional and scientific meetings, along with networking opportunities within the professional community.

#### **Program Mission, Vision, Values, and Goals**

##### **Program Mission**

To educate innovative physical therapists who optimize human movement and function across the lifespan, empowering individuals and communities through evidence-based practice, leadership, advocacy, and a commitment to social responsibility.

### **Program Vision**

To be a leading DPT Program that transforms lives by cultivating compassionate, skilled physical therapists who deliver exceptional, patient-centered care. Our curriculum and collaborative faculty will foster a learning environment that prioritizes evidence-informed practice, education, and community well-being, empowering our graduates to transform lives.

### **Program Values**

- Integrity, compassion, excellence, and accountability
- Lifelong learning, innovation, and collaboration
- Patient-centered care and altruism

### **Program, Faculty, Student, and Graduate Goals**

Program, faculty, student, and graduate goals for the Manchester University Doctor of Physical Therapy Program are a direct reflection of our mission statement. Program goals demonstrate the commitment to teaching and modeling professional behaviors and establishing the conditions necessary for academic excellence. Faculty goals set expectations for the facilitation of active student learning and engagement of these behaviors by effectively modeling them in personal and professional performance. Student goals establish the expectation to learn, develop, and succeed in these key professional behaviors and accomplishments. Graduate goals reflect the culmination of all program, faculty, and student goals as Program graduates advance into their professional careers as physical therapy practitioners.

#### **The Physical Therapy Program's goals include:**

1. Supportive and inclusive environment: The program will create a supportive and inclusive learning environment for students, faculty, and staff.
2. Community engagement: Promote the advancement of public well-being, and social responsibility to address local needs.
3. Professional Engagement: Enable core faculty to engage in ongoing professional activities.
4. Promote Collaboration: Collaborate with internal and external constituents to provide interprofessional education opportunities within the college and the broader community.

#### **The Program Faculty Goals include:**

1. Curriculum development and innovation: Continuously enhance the DPT curriculum to reflect best practices, emerging trends in physical therapy, and student learning needs.
2. Life-long learning: Faculty will engage in the advancement of expertise in contemporary physical therapy teaching and practice to support teaching through post-professional education.
3. Support the DPT Program: Faculty will support Manchester University and Physical Therapy's Mission and Vision.

#### **The Program Student Goals include:**

1. Foundational Sciences and Human Body Systems: Students will demonstrate a comprehensive understanding of human anatomy, physiology, pathology, and the interactions between different body systems, and apply this knowledge to assess and treat patients with various conditions.

2. Professional Skills, Ethics and Growth: Demonstrate effective communication, ethical decision-making, inclusivity, and adherence to professional standards in clinical practice, while enhancing professional growth and development.
3. Patient Assessment and Management: Conduct comprehensive patient assessments to recognize the health condition and identify the limits of the body's function and structure, activity, and participation in order to develop individualized plans of care based on these findings and set realistic prognoses.
4. Clinical Management and Healthcare Environments: Effectively manage patient care, including scheduling, documentation, and communication/collaboration with other healthcare providers, in various healthcare settings.
5. Clinical Reasoning, Knowledge, and Skills with Evidence-Informed Intervention Application: Demonstrate proficiency in performing physical therapy techniques and procedures and apply them effectively to address patient needs based on clinical reasoning and evidence-based practice.

**The Program Graduate Goals include:**

1. Graduates will engage in the advancement of clinical practice skills and areas of expertise through postgraduation education to increase public well-being and improve societal health.
2. Graduates will engage in the advancement of their physical therapy knowledge and skills to increase public well-being and societal health by engaging the literature to inform clinical practice.
3. Graduates will engage in collaborative practice and leadership to advance public well-being and improve societal health.
4. Graduates will demonstrate professional social responsibility and advocacy.

**Accreditation and Program Contingency Plans**

**Physical Therapy Program Accreditation**

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; [accreditation@apta.org](mailto:accreditation@apta.org) is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective 10/31/23, 11/12/24 Manchester University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org). If needing to contact the DPT Program/institution directly, please call 260-470-2700 or email [gradadmissions@manchester.edu](mailto:gradadmissions@manchester.edu).

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the DPT Program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the DPT Program will be granted Initial Accreditation.

**Accreditation Contingency Plan**

Manchester University has a contingency plan in place should the DPT Program not receive Accreditation from CAPTE. Students who are enrolled in the DPT Program will be notified if an adverse decision on accreditation is received by CAPTE, and at that point, no new students will be enrolled into the DPT Program until accreditation can be achieved.

Students enrolled in the DPT Program at the time of an adverse decision on accreditation by CAPTE will be offered the option of completing their current coursework. Students will have the option of remaining in the DPT Program until a final decision regarding the DPT Program accreditation status is received from CAPTE. Students not opting to stay in the DPT Program will receive assistance to identify an accredited Program for consideration of transfer.

### **Charter Class (May 2024)**

The program's inaugural cohort is set to graduate in December 2026, rendering them unaffected by the potential implications of summer graduation, as occasionally referenced in CAPTE documents.

In preparation for program accreditation, CAPTE is scheduled to conduct a site visit to our campus before the Fall 2026 meeting. Ahead of this visit, the DPT Program will diligently submit a self-study to provide comprehensive insights.

The critical decision on program accreditation by CAPTE is anticipated to take place approximately one month before the graduation date, specifically around November 15, 2026, adding an extra layer of significance to this milestone.

Consequently, with accreditation status and graduation aligning within a concise timeframe, students will have the opportunity to sit for the national examination in January 2027 (depending on state regulations and timing).

## SECTION 2: PROGRAM STANDARDS FOR CONDUCT, BEHAVIORS, AND INTEGRITY

### 2.1. INTRODUCTION

Every profession has a “culture” of what is appropriate versus what is not considered appropriate. While the DPT Program will be diligent in helping you develop your clinical skills, equally important is the growth you will need to obtain in professionalism. Doctor of Physical Therapy Students are expected to conduct themselves as future professionals within the classroom, clinic, and community. We have outlined this section to provide insight into what is considered “professional” by the profession and the University. Manchester University and the DPT Program reserves the right to suspend or dismiss any student whose conduct is detrimental to the educational environment or who has violated the standards for conduct, behaviors, or integrity as outlined here. A student dismissed from the University because of misconduct may not reenroll.

### 2.2. CITIZENSHIP AND RESPONSIBILITY

Manchester University strives to create an environment that balances the needs of the community with respect for every individual. The University’s Mission Statement affirms that the University “respects the infinite worth of every individual,” while the University’s Values Statement lifts up learning, faith, service, integrity, diversity, and community as foundational values of the University. Respect for one another and living as responsible citizens in a learning community are at the heart of the University. Membership in the University community, for students, faculty and staff, is a privilege that carries with it a commitment to respect and support the mission and values of the University and to abide by the substance and spirit of University policies. When this commitment is broken and the quality of the community environment disrupted, the University reserves the right to take appropriate action

### 2.3. MU STANDARD

Manchester University expects students to show, such respect for order, morality, personal integrity and the rights of others as is identified of good citizens both within and outside the University. Failure to do this may be sufficient cause for removal from the University

The MU Standard is an aspirational statement of Manchester’s ideal of moral and civic community. Manchester translates the core values into aspirational learning goals for all Spartans: Integrity, Faith, Learning, Diversity, Community, and Service. Students will respect and uphold the rights and dignity of others regardless of race, color, national or ethnic origin, sex, age, disability, religion, sexual orientation, gender identity and expression, or socioeconomic status. Students will uphold the integrity of the university as a community of scholars in which free speech is available to all and intellectual honesty is demanded of all. Students will comply with university policies and state and federal laws. For the purposes of clarity, students should be aware and are subject to restorative justice at Manchester University for acts of misconduct including but not limited to:

- Violation of University policy
- Violation of a specific University directive
- Violation of an applicable state or federal law
- Physical assault
- Theft of property or services
- Vandalism/Destruction of property
- Threats (verbal or online)
- Hazing
- Hate crimes
- Alcohol- and drug-related violations, including driving under the influence
- Intentional or reckless property damage
- Seeking a University benefit to which a student is not entitled
- Falsifying a document
- Impersonating another
- Computer violations

- Knowingly or recklessly exposing others to significant danger
- Upholding the University values and mission.

#### **2.4. GOVERNANCE, PLANNING, AND THE USE OF AUTHORITY**

We recognize that we all exercise authority in one or more areas, making decisions that affect others. Therefore, we commit to the following tenets:

- a. Whether as individuals or as groups, we affirm that it is incumbent on us to value a broad perspective and seriously consider those whom our decisions affect and those with a reasonable interest in them. It is also incumbent on us, when we have a reasonable interest in decisions, to engage and offer input.
- b. Similarly, we acknowledge that there are times when decisions are made with which everyone does not agree. In those instances, we commit to behaving with a cooperative and positive attitude, even while we may continue to work respectfully within the system to seek change.

#### **2.5. PRECISION OF LANGUAGE**

Manchester University is committed to the equality of people and to creating a learning community for all people. Therefore, we expect students and members of the faculty, staff, and administration to avoid sexist language and to employ inclusive language in writing, public speaking, and public worship. Further, we encourage members of the Manchester University community to be sensitive and respectful whenever referring to the personal characteristics of others.

#### **2.6. PROFESSIONAL BEHAVIOR AND CONDUCT**

Students of the Manchester University Doctor of Physical Therapy Program agree to uphold and are guided by the **Core Values for the Physical Therapist and Physical Therapist Assistant, Code of Ethics for the Physical Therapist, and The Guide for Professional Conduct** as outlined by the American Physical Therapy Association. Students furthermore agree to uphold the core values of Manchester University and the Doctor of Physical Therapy Program Values as outlined in Section 1 of this Doctor of Physical Therapy Student Handbook. Disregard for professional behaviors and conduct demeans the violator and assaults the character and good name of the group, the faculty, the DPT Program, the University, and the profession of physical therapy. Breaches of any of these are considered academic misconduct and may result in professional behavior probation and disciplinary action, failure of a course, or dismissal from the Manchester University Doctor of Physical Therapy Program (see Section 4 of this Doctor of Physical Therapy Student Handbook). This section of the Manchester University Doctor of Physical Therapy Student Handbook (Section 2: Program Standards for Conduct, Behaviors, and Integrity) extensively outlines and defines the DPT Program standards for conduct, behaviors, and integrity for which students will be held accountable and for which violation may result in disciplinary action.

Your ability to act professionally will be assessed in the classroom (residential and virtual/online), laboratory, clinic, and community. Unprofessional conduct may result in probation, failure of the course, or dismissal from the Doctor of Physical Therapy Program. Professional conduct does not need to be tied to a specific course. Unprofessional conduct can be found by any program faculty or institution affiliate in their observation of student behavior toward themselves, a patient, or other stakeholders (students, faculty, administration, etc.). Generally, we think of professional behavior or conduct in large categories. The categories are:

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

2. Communication: The ability to communicate effectively (i.e., verbal, non-verbal, written, etc.)
3. Problem Solving: The ability to recognize and define problems, analyze data, develop, and implement solutions, and evaluate outcomes.
4. Interpersonal Skills: The ability to interact effectively with patients/clients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility: The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
6. Professionalism: The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. Use of Constructive Feedback: The ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback, and provide meaningful feedback to others.
8. Effective Use of Time and Resources: The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress Management: The ability to identify sources of stress and to develop and implement effective coping behaviors. This applies to interactions for self, patients/clients and their families, members of the health care team, and in work/life scenarios.
10. Commitment to Learning: The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

Where sometimes “Professional Behaviors” are difficult to describe, actions or examples help to clarify. In the academic and clinical setting, expectations of student conduct include, but are not limited to, actions/behavior as described below:

#### 1. Actions

- Abides
  - by all aspects of the academic program and the APTA Code of Ethics for the Physical Therapist
  - by setting policies, procedures, and laws of the University, clinical institution, APTA, State, and National regulators.
- Acts ethically and legally.
- Applies conflict management strategies when dealing with challenging interactions.
- Communicates proactively and through proper “chain of command.”
- Completes projects on time upon own initiative.
- Deliberates the consequences of actions/non-action beforehand.
- Demonstrates
  - accountability and takes responsibility for all actions, decisions, and behaviors.
  - active listening.
  - a positive attitude towards learning experiences.
  - awareness of and sensitivity to diverse populations.
  - being prepared for the day’s activities/responsibilities.
  - dependability.

- flexibility and ability to adapt to changes.
- interest in patients/clients as individuals. ○ punctuality.
- the ability to work well with colleagues and others.
- Develops potential solutions to perceived problems.
- Dresses appropriately and projects a professional image.
- Engages in
  - non-judgmental, constructive problem-solving discussions.
  - tasks equally with others.
- Establishes trust.
- Follows through on commitments.
- Maintains a professional demeanor in all interactions.
- Meets deadlines.
- Prioritizes multiple demands and situations that arise on a given day.
- Projects a professional image in communications and presentation.
- Respect differences in personality, lifestyle, and learning styles during interactions with all persons.
- Safely works with others.
- Self-assesses.
- Self-identifies and initiates learning opportunities.
- Shows
  - effective collaboration to accomplish tasks.
  - respect for all in interactions, communication, work, and commitment to projects.

## 2. Communication

- Communicates timely on issues.
- Communicates with others in a respectful and confident manner.
- Communicates with proper grammar, spelling, and appropriate vernacular.
- Gives constructive respectful feedback at the appropriate time.
- Initiates and shows appropriate/respectful verbal and non-verbal communication.
- Maintains two-way communication without defensiveness.
- Modifies communication given to individuals according to their learning styles.
- Recognizes the non-verbal communication, emotions, and bias that one brings to professional interactions.
- Respects the role of others.
- Uses communication styles (verbal and non-verbal) that are consistent with the intended message.

## 3. Feedback

- Actively seeks input and feedback from appropriate sources.
- Critiques own performance accurately.
- Identifies resource limitations (i.e., information, time, experience).
- Demonstrates receptive behavior and positive attitude toward feedback.
- Receive feedback without being defensive and apply it to change behaviors.
- Develops and implements a plan of action in response to feedback.
- Readily integrates feedback provided from a variety of sources to improve skills, knowledge, abilities, and behaviors.

## 2.7. PROFESSIONAL BEHAVIORS AND CONDUCT POLICY

Students are expected to act in accordance with professionalism as expected by the profession and as outlined in Section 2 of this Doctor of Physical Therapy Student Handbook, along with Manchester University student policies outlined in the Source and Doctor of Physical Therapy Program Values in Section 1 of this Doctor of Physical Therapy Student Handbook. Due process will be provided to the student. Depending on the offense and severity, this process might look different. Some professional behavior and conduct policies are general for the entire University, while others are specific to the Doctor of Physical Therapy Program. For example, policies to address sexual harassment are different from those to address academic integrity. As such, offenses concerning sexual harassment will be dealt with in accordance with overarching University policy. If the offense is only discussed in the Doctor of Physical Therapy Student Handbook, the disciplinary policy will follow the Doctor of Physical Therapy guidelines. Professional Behavior Probation and Discipline is further defined in Section 4 of this Doctor of Physical Therapy Student Handbook. While these steps are guidance, depending on the offense, severity, or pervasive nature of the offense, steps may be excluded from the disciplinary action. *Some offenses may constitute immediate dismissal from the DPT Program and the university.* Generally, the steps for professional behavior warnings and progressing to probation and further disciplinary action are as follows (specific processes can be found in Section 4 of the Doctor of Physical Therapy Student Handbook):

1. Warning status:
  - a. Performance Improvement through informal verbal warning and correction.
  - b. Performance Improvement with formal written documentation and a remediation action plan.
  - c. If a student has multiple areas of professional behavior/conduct violations spanning across courses, activities, core or clinical faculty interactions, peer interactions, or other associated activities, the severity of these violations will be taken into consideration for remaining in a warning status or proceeding directly to probation status below. There may be times that these violations may be covered by additions or addendums to remediation action plans.
2. Professional Behavior/Conduct Probation
  - a. As mentioned in the introductory paragraph to this section, some professional behavior/conduct violations may constitute progression directly to a probationary status. These instances will be brought before the DPT Program Director and considered in council with the appropriate faculty committee.
  - b. Other professional behavior/conduct probation may occur, but not be limited to, in response to the following situations:
    - i. Failure to successfully remediate a performance improvement with formal written documentation and remediation action plan (see 1b above).
    - ii. Multiple areas of professional behavior/conduct violations spanning across courses, activities, core or clinical faculty interactions, peer interactions, or other associated activities that attain a severity level warranting probationary status.
    - iii. A singular instance of professional behavior/conduct violation that places serious doubt on the student's ability to ultimately fulfill the expectations and requirements of professional licensure as a physical therapist.
    - iv. Any of these instances could proceed from professional behavior/conduct issues that arise during a clinical experience.
3. Dismissal from the DPT Program
  - a. As mentioned in the introductory paragraph to this section, some behavior violations may constitute progression directly to dismissal proceedings.
  - b. The Program Director provides written notification of the offense and the ability to dispute facts or action of the dismissal.
  - c. Students notified of dismissal may request an appeal of this decision to the DPT Program Director and be notified of appeal processes beyond the level of the DPT Program Director. Please see the Manchester University Grievance Policy in the Manchester University Catalog for more information.

## 2.8. PROFESSIONAL SALUTATIONS

Students should address faculty, guests, and colleagues professionally, given the specific setting and situation. Each faculty member will make it clear in their class how they expect to be addressed (e.g., by degree, first name, etc.). All adjunct faculty and guest lecturers shall be addressed professionally (e.g., Dr., Professor, Mr./Mrs.) unless they permit to do otherwise.

## 2.9. DRESS CODE

The Doctor of Physical Therapy Program expects students to adhere to the established Dress Code, which is intended to ensure the comfort, professionalism, and safety of all individuals. Certain attire can make patients/clients uncomfortable or pose risks to therapists and students. The Dress Code for didactic courses, labs, and clinical settings is as follows:

- a. Didactic: Attendance in-person class sessions requires casual attire. Attire displaying offensive or hurtful language or images is prohibited. At times, course assignments during the didactic portion of the DPT Program may require student interaction with others as a representative of the Manchester University Doctor of Physical Therapy Program. When professional attire is required by the course instructor, follow professional attire guidelines as above. Course instructors have the final determination regarding these situations
- b. Lab Sessions: Lab experiences involve various activities, including hands-on skill application with peers, patient volunteers, or community integration, as well as practical examinations evaluating professionalism. Dress requirements vary based on activities:
  1. Common requirements for all labs:
    - i. Nametags: Manchester University will provide a nametag that is to be worn as a part of all on-campus/labs.
    - ii. General Clothing: Clothing will allow for free movement with patients/clients but provide adequate coverage of the body when bending, twisting, reaching, and squatting. Dress and appearance should reflect professionalism, modesty, and cleanliness. Shoes, in general, should be close-toed with non-slip soles unless otherwise indicated by the instructor.
    - iii. Personal Grooming: Hair must be clean, neat, and must be fashioned to not fall forward or over the sides of the face when working with patients/clients or otherwise interfere with patient care. Facial hair (beards, mustaches, goatee, other, etc.) must be clean and neatly trimmed. Nails must be kept short to enable easy cleaning, prevent puncture of gloves, and prevent injury to the peers/patient/client. Due to frequent handwashing, clear or natural nail polish is recommended if one is being used. Artificial nails, fashion nails, or nails with rhinestones are not suggested. Perfume/Cologne/Essential Oils may not be used as they can irritate peers/patients/clients and individuals with allergies. Deodorant and antiperspirant use is expected.
    - iv. Jewelry/accessories: Concern for jewelry and accessories is infection control and the item being caught, snagged, injuring patients/clients or students. It is also recommended that students refrain from wearing jewelry since in certain laboratory and clinical environments, jewelry can increase the risk of various types of injuries. Minimal professional-looking jewelry is acceptable. Jewelry and accessories must be able to be removed quickly and easily. Piercings of lips, nose, eyebrows, or tongue may be subject to removal per clinical site requirements and professional engagements.
    - v. Transmission-Based Precautions Attire: At various times during the DPT Program, during clinical, or due to public health issues, students, faculty, clinicians, and patients/clients may need to adjust to the different Transmission-Based Precautions. Contact, Droplet, and Airborne Precautions are in addition to Standard Precautions that we expect students to adhere to. Additionally, in the clinical setting or the laboratory, students may need to follow these

precautions or show that they can demonstrate mastery of understanding and application of them. Students may also need to abide by or demonstrate mastery of understanding and application of Isolation Precautions.

2. Laboratory Activities for Skill Practice/Application: In general, athletic attire is appropriate for these activities if it provides enough coverage, support, and movement ability. These clothing items might include “yoga pants,” loose-fitting gym shorts, t-shirts, or tank tops, all with appropriate supportive undergarments (e.g., sports bra, swimsuit top, briefs, etc.), and sneakers. In general, the dress should be modest but allow students to expose areas for observation and palpation applicable to the specific laboratory experience. For example, if the lab is exposing the knee, shorts would be appropriate to expose the area of interest. The primary instructor of the laboratory will further articulate dress expectations for activities in each course.
3. Laboratory Activities involving patient or community volunteers, community integration activities, or other interprofessional activities: In these activities, students will be representing themselves to persons outside the Doctor of Physical Therapy program and therefore may need to present themselves in professional attire as indicated below:
  - i. Tops: polos, blouses, button-down short or long-sleeve shirts. Tank tops, sleeveless attire, and halter tops are not appropriate for this activity (please see the above statement on general clothing under common requirements).
  - ii. Bottoms: Full-length slacks or non-denim trousers (such as khakis or chinos) are generally acceptable (please see the above statement on general clothing under common requirements).
  - iii. Footwear: Shoes should be in good condition and clean. Dress shoes are acceptable footwear. No open-toed shoes, sandals or flip-flops, or heels over 1 inch. Low-heeled shoes are preferable. Athletic shoes are acceptable.
- c. Clinical Experiences: While present in any clinical education setting, student dress will be subject to rules and regulations established by that clinical facility. This may be different from those outlined above. Students are to abide by the corporate culture of the clinic or clinic policies. This may require students to purchase clothing that complies with policies. Students should check with Clinical Internship sites before arrival and must adhere to the dress requirements of their assigned clinic. Specific sites may have more restrictive dress codes. If the clinical site has a more restrictive dress code, then the student will abide by the site’s dress code. If no dress code is stated, then students will follow the Manchester University Doctor of Physical Therapy Professional Dress Code as stated above. If a student attends a class or clinical site and is in violation of any of the conduct, dress and appearance, or behavior standards, the student will be at risk of dismissal from the classroom or clinical site.
- d. Other situations: At times, course assignments during the didactic portion of the DPT Program may require student interaction with others as a representative of the Manchester University Doctor of Physical Therapy Program. When professional attire is required by the course instructor, follow professional attire guidelines as above. Course instructors have the final determination regarding these situations.
- e. Students may need to purchase clothing to fit within these standards or the specific clinical site (e.g., scrubs, face masks, face shields, etc.). If questions arise about articles of clothing or professional appearance, please seek assistance from the DPT Program Director, Faculty, or Student Life.

## **2.10. ONLINE PROFESSIONALISM**

1. Discussion Boards and Other Asynchronous Class Interactions: Students will need to post and discuss ideas and concepts online with their classmates. During these discussions, we remind students that they are not to violate confidential health information. The program has some additional guidance when posting:
  - Make sure your posts answer the question being posted to the breadth and depth of coverage being expected.
  - Brevity is appreciated, but make sure that you cover the material.
  - For longer posts, provide an intro, body, and conclusion/summary.

- Avoid posts that do not move the conversation along. This includes statements like, “Me too. I agree. Nice Post. Good catch.” As a rule, if you do not have three or more sentences to add, the post may not advance learning or the conversation.
- Support your ideas with evidence rather than just personal opinion.
- Subject lines should reflect the content of your posts.
- Check previous posts before posting on a topic. Your post may be better served as a response if a topic has already been started or covered.
- Stick to the topic. If conversations go astray, take them offline in the form of an email.
- Be cognizant of Tone:
  - Humor can be difficult to convey.
  - ALL CAPS is shouting.
  - Reread posts before submission and watch for how others may read them.
  - Disagree with ideas but avoid language that may be perceived as a personal attack.
  - If you would not say it to another person’s face in real life, do not say it to them online.
  - Use Please and Thank you when you solicit help.
- Grammar and Spelling. Check them before posting. Avoid slang, emoticons, and “texting” vernacular.
- Cite your references whenever possible.
- Be forgiving if others make a mistake. It can happen to the best of us.
- Be nice. Refrain from inappropriate language and derogatory or personal attacks.
- Support your peers.
- Assume the best of others in the class and expect the best from them.
- Remember the other person is a human just like yourself. Fallible.
- Be aware of your attire.
- Be aware of your background and who is viewable when making videos.
- Check to make sure the audio is clear and avoid distracting sounds/audio.
- Check to make sure your video is viewable of what you are intending to show.
- Adhere to the same standards of behavior online that you follow in real life.
- Respect other people's time and bandwidth.

## 2.11. SOCIAL MEDIA

The Program faculty members believe an important aspect of professional behavior is how one represents oneself on and off campus. The purpose of this policy is to inform students of our expectations and requirements for those communications when topics related to the DPT Program are being discussed.

In line with the APTA Standards of Conduct, the DPT Program views websites, blogs, and other information published on media accessible by the public positively and it respects the rights of students to use them as a medium of self expression. If you choose to identify yourself as a student in the Manchester University Doctor of Physical Therapy Program or to discuss matters specific to the Program, please bear in mind that although the information will typically be viewed as personal expression, some readers may nonetheless view you as a de facto spokesperson for the Program.

Students should also remember that social media postings are available for review by PT clinical sites, residency programs, and employers. What is posted in the present, whether as a personal expression or professional discourse, has the potential to impact career opportunities either positively or negatively in the future. Students should not assume that simply deleting a post or hiding it will permanently remove it from the view of others.

Students shall abide by the professionalism and representation policies already in place in the handbooks and understand how to apply those policies to social media. Students should be thoughtful and respectful of fellow students,

faculty, and staff by considering the effects of their actions before posting anything related to the DPT Program on a social media site. Examples of that application include, but are not limited to:

- Recognizing that regardless of one's privacy settings, comments and pictures might still be accessible to others.
- Posting a comment or picture of a fellow student may cause that student to lose employment or clinical opportunity.
- Posting something that may cause the DPT Program to lose a clinical contract or respect in the general Physical Therapy community. Students shall not disclose information about another student considered protected under FERPA (Family Education Right to Privacy Act, Buckley Amendment). This includes but is not limited to, information about academic performance.
- Remember the golden rule. Ask yourself if you would say it in real life to a person. If the answer is no, do not post it online. If you do not want it said about you, do not post it about somebody else. This is the modern version of the golden rule (treating others as one would want to be treated by them).

When using social media, students should adhere to the following guidelines:

- Manchester University computers and electronic systems are limited to business use only.
- Be mindful that you are an informal ambassador for the Program, and it is the hope of the DPT Program that you will represent it positively.
- Make it clear that the views expressed are yours alone and do not represent the views of the DPT Program or its faculty.
- If you blog or publish information about the Program, you should include/disclose that you are a student in the Program.
- Understand that you assume full responsibility and liability for your public statements.
- Do not disclose patient information/pictures, or proprietary information without consent. You must abide by non-disclosure and confidentiality policies, including those of the Board of Physical Therapy Licensure, the American Physical Therapy Code of Ethics, and HIPAA.
- Manchester University and Doctor of Physical Therapy Program logos should be used only as allowed by the DPT Program and /or the University.
- Making discriminatory, defamatory, libelous, or slanderous comments when discussing the Program, faculty, staff, patient/clients, clinical sites, and fellow students is unacceptable.
- Social networking and blogging are subject to all other student policies, including harassment and anti-bias policies/statements.
- If in doubt, consult the faculty or Program Director for guidance about the appropriate use of social media.

If the information you publish via social networking and blogging is accessible to the general public, the PT Program hopes your comments will be truthful and respectful of the Program, its faculty and staff, patients/clients, clinical sites, and fellow students. If you are going to criticize individuals, consider discussing the criticism personally before making it public. The Program will not tolerate statements about the Program, faculty and staff, patients/clients, clinical sites, and fellow students that are defamatory, obscene, threatening, or harassing.

Students shall not disclose information about program faculty or staff without the written permission of the individual involved. This includes but is not limited to posting photographs of faculty/staff/volunteers or program-developed intellectual property such as course handouts.

Students should remember that clinical education sites are potentially their and subsequent students' future employers. Therefore, they shall not disclose specific information about clinical education sites that might endanger the relationship between the DPT Program and that site and/or violate related media or HIPAA (Health Insurance Portability and Accountability Act) policies of a particular clinical site. Students may not post any information involving patients or clients.

Students shall not use Manchester University or the name of the DPT Program on social media sites in association with a non-sponsored social event without written permission.

Students shall not use foul, demeaning, or discriminatory language when representing the DPT Program online. Failure to comply with this policy may result in a verbal warning and request to remove the related material from the site, or a written reprimand which becomes part of the student's academic record. In cases of gross negligence, dismissal from the DPT Program is possible. Failure to comply with this policy may lead to discipline, up to and including, dismissal from the DPT Program, and if appropriate, legal action.

Students should think carefully before they post anything online to Instagram, Facebook, TikTok, LinkedIn, Snapchat, YouTube, or any other media platform. Even if the post, picture, comment, or like can be backed up, screenshot, or saved somewhere online. It is important to remember that anything you post online will exist forever. Once something is out on the internet, it can be nearly impossible to delete it completely or to take it back. An inappropriate post sent out in an emotional moment can be screenshotted by a stranger and might be searchable even 20 years from now. Social media posts have been used to justify disciplinary action (job termination, rescind offers, etc.) or have been reviewed before employment. Even with "private posts," companies can and may want to review your online history to ensure an appropriate fit. Many employment contracts have "morality clauses" and expect adherence to the carefully crafted identity, brand, or image. Deviation from these could result in termination, suspension, or disciplinary actions. In summary, remember that anything you post online will exist forever.

## 2.12. CONFIDENTIALITY/HIPAA

**University and Doctor of Physical Therapy (DPT) Program Policy on Patient Confidentiality and HIPAA Compliance** The University and the Doctor of Physical Therapy (DPT) Program are committed to protecting the privacy and confidentiality of all patient information. This policy applies to all DPT students and encompasses patient information encountered in all contexts: classroom settings (e.g., case studies, simulated patient encounters), educational experiences (e.g., observation, community outreach), and clinical education experiences (e.g., internships, rotations). DPT students are required to strictly adhere to all aspects of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and all other applicable federal, state, and university regulations pertaining to patient privacy and data security.

This policy applies to all enrolled students in the University's Doctor of Physical Therapy Program.

### Definitions

- **Patient Information:** Includes, but is not limited to, Protected Health Information (PHI) as defined by HIPAA, as well as any other identifying or sensitive information related to individuals receiving care or participating in educational scenarios. This includes verbal, written, and electronic information.
- **HIPAA:** The Health Insurance Portability and Accountability Act of 1996, which establishes national standards for the protection of individually identifiable health information.

### Policy Requirements

All DPT students are required to:

- a. **Maintain Strict Confidentiality:** Students must treat all patient information as strictly confidential. This includes, but is not limited to: \* Not discussing patient cases or information in public areas where it can be overheard. \* Not sharing patient information with individuals not directly involved in the patient's care or authorized educational activity. \* Protecting patient identifiers (e.g., names, dates, addresses, medical record numbers) from unauthorized disclosure. \* De-identifying patient information when used for educational purposes in a manner consistent with HIPAA guidelines.
- b. **Comply with HIPAA Regulations:** Students must be knowledgeable of and comply with all HIPAA regulations, including: \* The Privacy Rule, which sets standards for the use and disclosure of PHI. \* The

Security Rule, which sets standards for protecting electronic PHI. \* The Breach Notification Rule, which requires covered entities and their business associates to provide notification following a breach of unsecured PHI.

- c. **Protect Data Security:** Students must take all reasonable steps to protect the security of patient information, whether in electronic or physical format. This includes: \* Securing electronic devices (e.g., laptops, tablets, smartphones) that may contain patient information. \* Using secure networks and passwords. \* Properly disposing of confidential documents (e.g., shredding). \* Adhering to clinical site specific policies regarding electronic health records (EHR) access and documentation.
- d. **Report Breaches:** Students must immediately report any suspected or actual breach of patient confidentiality or HIPAA violation to their DPT Program Director, Clinical Education Coordinator, and/or the appropriate university compliance office.
- e. **Receive Training:** Students are required to complete all mandated university and DPT Program training on HIPAA and patient confidentiality annually and as otherwise directed.

### Consequences of Non-Compliance

Failure to comply with this policy, HIPAA regulations, or any other applicable federal, state, or university policies regarding patient confidentiality will result in serious consequences, which may include, but are not limited to:

- **University Level:** Disciplinary action up to and including dismissal from the University.
- **Doctor of Physical Therapy Program Level:** Disciplinary action up to and including dismissal from the DPT Program, forfeiture of clinical education opportunities, and/or failure in relevant coursework.
- **Federal Level:** Potential civil and/or criminal penalties under HIPAA, which can include substantial fines and imprisonment. Students may also be subject to legal action by affected patients.

### Review

This policy will be reviewed periodically by the DPT Program faculty and leadership in conjunction with the University's compliance office to ensure its continued effectiveness and compliance with evolving regulations.

## 2.13. HEALTHY INTERACTIONS, INPUT, GRIEVANCES, COMPLAINTS, AND CONTRIBUTIONS

In our communication, we will seek the most respectful, orderly, and productive tone and medium appropriate for our message and context. Particularly in times of conflict, we should, as professionals, craft our communication in a way that minimizes miscommunication and preserves our message's intent. We commit to the following actions:

- Be truth seekers who speak in specifics, not in generalities.
- Seek to understand fully before expressing disagreement or dissent.
- Rely on first-hand accounts.
- Strive to reconcile hurts and reach a mutually agreed-upon resolution.
- Take personal responsibility for uncivil or improper actions to restore harmony in the community.
- Participate in discussing issues of concern or, if not, choose to respect the outcome.
- We commit to this covenant, remembering that in the companionship of fellow Christians, we can see the image of God in one another. As Paul exhorts us, "*therefore make every effort to do what leads to peace and to mutual edification*" (Romans 14:19).

## 2.14. CONCERNS AND COMPLAINTS

Although we strive to meet the needs of our multiple constituents, we recognize that we occasionally deliver an experience that does not live up to their expectations. The level and seriousness of the dissatisfaction should dictate the response needed. Thus, we have defined two levels of dissatisfaction, concerns, and complaints, each with its own

response. Concerns or complaints that fall under Manchester University's policies as outlined in the Manchester University Catalog, should be dealt with per those specified policies.

- **Concerns**

Most expressions of dissatisfaction are "concerns." A concern is expressed orally or in an informal written format, like an informal e-mail or a handwritten note. The resolution of concerns is done informally, at the level closest to the problem, and does not require reporting to higher levels.

Examples of concerns might be a student expressing concern about having too many examinations in one week (resolved at the level of a faculty member or Program Director), a faculty member expressing a concern that library resources in their area are insufficient (referred to the DPT Program Director), or a staff member expressing a concern that staffing will be insufficient (resolved at the level of the DPT Program Director). Individuals expressing more serious concerns or noting that previous concerns have not been resolved to their satisfaction should be notified of the process for initiating a complaint.

- **Complaints**

A complaint is a formal, written expression of dissatisfaction relating to areas not addressed in the University policies. Examples of complaints might be a clinical education site complaining about a lack of student readiness (referred to the Director of Clinical Education and Program Director), or a complaint from an employer or patient regarding something associated with the DPT Program (referred to the DPT Program Director).

Like concerns, complaints should be dealt with at the level closest to the problem unless that level has failed to produce a satisfactory resolution. Unlike concerns, a complaint requires a written response and reporting to higher levels. Upon receipt of a complaint, the person receiving the complaint should communicate it to their supervisor, along with a plan for resolving the complaint or a request to confer with the supervisor for advice about responding to the complaint. A written response to the complainant, with a copy to the supervisor, should be made promptly (generally within 10 business days), depending on the complaint's nature. This response should include the name and contact information for the next level in the administrative hierarchy, so that the complainant may continue to pursue the complaint if they find the response unsatisfactory.

Information for the general public on how to file a complaint with the Commission on Accreditation in Physical Therapy Education is posted on the DPT Program website and communicated upon request.

Consistent with policies for retention of student records in other offices, complaints, and related documents that affect student progression will be retained for a period of 10 years. Complaints related to faculty or staff performance will be retained as long as the faculty or staff member is employed at the university. These records will not be available to the public.

Complaints originating from actions experienced at a clinical education site must involve not only Manchester University and Doctor of Physical Therapy grievance policies, but also involve the human resources processes available at the clinical site. Please refer to the Doctor of Physical Therapy Program Clinical Education Handbook, the Director of Clinical Education, or the DPT Program Director for further information.

If you would like to register a complaint directly with CAPTE, their contact information is listed below.

## **2.15. FILING GRIEVANCE WITH PROGRAM ACCREDITOR**

Procedure for Filing a Complaint with the Commission on Accreditation in Physical Therapy Education (CAPTE):  
Complaints regarding accreditation must be submitted in writing to:

Commission on Accreditation in Physical Therapy Education

CAPTE recommends those wishing to file a complaint contact them by phone regarding the format of formal complaints. Anonymous formal complaints are not accepted as complaints. CAPTE considers complaints about programs that are accredited, or are seeking accreditation by CAPTE, and complaints about CAPTE itself.

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 (for complaints about events occurring before December 31, 2015) or the Standards and Required Elements (for complaints addressing events occurring January 1, 2016 and thereafter) 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 formal institution/program due process policies and procedures and those that involve situations not subject to formal due process procedures:

- If the complainant is involved with an institution/program grievance subject to formal 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 formal 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 (or Standards and Elements, as appropriate) and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue their concern(s).

CAPTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, retention, appointment, promotion, or dismissal. CAPTE will take action only when it believes practices or conditions indicate the DPT Program may not be in compliance with the Evaluative Criteria for Accreditation (or the Standards and Required Elements, as appropriate) or the statements listed above.

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 (or Standards and Elements, as appropriate) (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 DPT Program is out of compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate) or the integrity statement(s), CAPTE can only require the DPT Program to come into compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate). CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint.

Complaints will ordinarily be reviewed at the next regularly scheduled CAPTE meeting. In order for the process to be completed in time for considered review by CAPTE, complaints must be received no later than ninety (90) days prior to a meeting. At its discretion, CAPTE may choose to consider complaints between its regularly scheduled meetings. Ordinarily, such consideration will occur only when a delay in consideration of the complaint could have a serious adverse effect on either the complainant or the institution.

## **2.16. TITLE IX**

As a recipient of federal funding, the University is required to comply with Title IX of the Higher Education Amendments of 1972, 10 U.S.C. § 1681 et seq. (Title IX). Title IX is a federal civil rights law that prohibits discrimination based on sex, including pregnancy discrimination and sexual harassment, in educational programs and activities. The University Title IX policy can be found in its entirety on the University website at:

<https://www.manchester.edu/aboutmanchester/university-priorities/title-ix> . Students can report incidents applicable under Title IX by utilizing the ReportIt! Form at: <https://forms.manchester.edu/title9/>

## **2.17. POLICY ON HUMAN DIVERSITY - STATEMENT OF PURPOSE**

Manchester University has a tradition of commitment to social justice and appreciation of human diversity, supported by the University's identity as a Church of the Brethren institution. Reflecting these commitments, the University Policy on Human Diversity has the following purposes:

- to assist in upholding the University's mission to educate its students, faculty and staff about the nature and value of human diversity;
- to encourage the appreciation of human diversity in the University community;
- to recruit qualified faculty, staff and students from traditionally under-represented groups at Manchester University;
- to counter discrimination and harassment and to provide redress procedures should such violations occur;
- and • to comply with all federal and State of Indiana laws applicable to Manchester University related to equal opportunity.

## **2.18. PREVENTION AND REDRESS OF DISCRIMINATION, HARASSMENT AND BIAS DISCRIMINATION**

Application Manchester University seeks to provide an environment free of discrimination. This policy applies to students, faculty and staff of the University, as well as to individuals employed by contractors who provide routine services at the University.

Definition For purposes of our policy, discrimination is defined as the act of treating an individual differently because of his or her national or ancestry, race, color, age, sex, gender identity or expression, sexual orientation, familial status, religion, disability, physical appearance or veteran status. The forms of such discrimination may involve biased grading, committee assignments, intra-campus employment opportunities or use of campus facilities.

### **HARASSMENT**

Application Manchester University seeks to provide an environment free of any behavior constituting harassment as defined below as well as by civil or criminal law applicable to Manchester University. Manchester University invites students, faculty and staff to join together in fostering an environment of mutual respect.

Definition Manchester University defines Harassment as the systematic or continued unwelcome actions of one party or a group, including threats and demands, interpersonal conduct or comments—written, spoken or transmitted electronically—which would be offensive to a reasonable person, for reasons including but not limited to their race, color, national origin, ancestry, sex, sexual orientation, gender identity, or expression, religion, age, disability, veteran status, physical characteristics, familial status, or any other legally protected category. Similarly, any form of intentional behavior that a reasonable person would find threatening or

intimidating because s/he is in a protected category constitutes harassment. Such acts can create a hostile or intimidating work or educational environment that not only damage the process of teaching and learning, but also violate the integrity of the university. Manchester University affirms that it values both freedom of speech and appreciation of diversity. MU understands the fundamental importance of the open and free exchange of ideas and opinions and does not wish to limit or abridge those exchanges. It recognizes that conflicts may arise between freedom of speech and the right of individuals to be free from harassment and statements or dissemination of opinion will be made with a proper regard for the protection of individual rights, religious and moral convictions and academic freedom and advocacy.

## BIAS

What is Bias? Bias incidents are acts that do not appear to constitute crimes or actionable discrimination, but which may intimidate, mock, degrade, or threaten individuals or groups and which one could reasonably conclude targets a member or group within the University community because of that individuals or group's actual or perceived age, ancestry, or ethnicity, color, creed, disability, gender, gender identity or expression, immigration or citizenship status, marital status, national origin, race, religion, religious practice or sexual orientation. Bias incidents can cause a number of emotional responses including but not limited to anger, fear, resentment (in others) or could endanger the health, safety, or welfare of anyone in the Manchester community. Bias incidents take many forms including words, signs, symbols, threats or actions, electronic or in person. They include acts of intimidation, vandalism, harassment, and expressions of hate or hostility; they have an adverse impact on the learning environment that is inclusive of all.

How to report a bias incident? If you have observed or experienced a bias incident, you are encouraged to contact a faculty or staff member with whom you are comfortable, report it at the Report It! page.

### 2.19. FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

1. What is FERPA? The Family Educational Rights and Privacy Act of 1974 (FERPA) helps protect the privacy of student records. The Act provides for the right to inspect and review educational records, the right to seek to amend those records, and to limit disclosure of information from the records. The Act applies to all institutions that are the recipients of federal funding.
2. Who is protected under FERPA? Students who are currently enrolled in higher education institutions or formerly enrolled regardless of their age or status in regard to parental dependency. The Act defines an "eligible student" as one who is 18 years of age or older or who attends a postsecondary institution.
3. What are educational records? Those records directly related to a student and maintained by the institution or by a party acting for the institution are defined as "educational records." Records not considered "educational records" are those kept in sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person; law enforcement or university safety records used solely for law enforcement purposes; employment paperwork; records relating to treatment by a physician, psychiatrist or other recognized health professional; records created or obtained after the person is no longer a student at Manchester (i.e. alumni records.)
4. Who is entitled to student information? • The student and any outside party who has the student's written consent • Schools officials who have "legitimate educational interests" • Agents acting on behalf of the University • To comply with a judicial order or subpoena, including ex parte orders under the USA Patriot Act • Parents of a dependent student as defined by the IRS
5. Where can I find out more information about FERPA? [FERPA Information | Manchester University](#)

### 2.20. COMPLAINTS FALLING OUTSIDE OF DUE PROCESS

An individual, group, or organization that falls outside the realm of University due process, may file a complaint about the Doctor of Physical Therapy program regarding program policies and procedures, activities, or individual or groups of students, faculty, and staff. Examples of complaints outside the realm of due process include but are not limited to those lodged by clinical education sites, employers of graduates, and the public. This policy does not apply to complaints from

current students or university faculty or staff which should be pursued through the customary due process policies and procedures available to these constituents and outlined in the Doctor of Physical Therapy Student Handbook.

**Procedure for Handling Complaints about the Doctor of Physical Therapy Program Outside the Realm of Due Process 1.**

Formal complaints should be submitted to the DPT Program Director. The complaint must clearly describe the specific nature of the complaint, provide relevant information supporting the charge, and outline actions sought by the complainant. Complaints should be signed by the individual lodging the complaint and submitted in writing to:

Program Director, Doctor of Physical Therapy Program  
Manchester University  
10627 Diebold Rd  
Fort Wayne, IN 46845

2. The Program Director will discuss the complaint directly with the party involved within 14 business days. The Program Director will determine if the complaint should be remanded to an existing mechanism within the university according to state policy (i.e. ethics complaint against a faculty member, student behavior that violates community standards) and if so, refer to the appropriate office or agency.

3. If the complaint falls outside of the realm of due process and discussion results in a resolution of the matter, a letter from the DPT Program Director to that effect will be mailed to the complainant, and a copy will be kept on file in the DPT Program office for a period of 5 years.

4. If the issue is not resolved to the satisfaction of the complainant after review by the Program Director, then the written complaint may be filed with the Dean of the College and then if not satisfactory resolved with the Office of the Vice President of Academic Affairs.

5. The Dean and the Vice President of Academic Affairs will discuss the complaint directly with the parties involved within 14 business days and acknowledge the resolution of the complaint via a letter sent to the complainant and the DPT Program Director.

6. Outside of the institution, a complaint can also be filed with the physical therapy accrediting body:

Commission on Accreditation in Physical Therapy Education  
American Physical Therapy Association  
1111 N. Fairfax Street, Alexandria VA. 22314

Records of complaints about the DPT Program, including the nature of the complaint and the final letter of disposition of the complaint are maintained by the DPT Program Director.

## SECTION 3: OVERVIEW OF THE DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

### 3.1. ADMISSIONS PROCESS

The application process to the Manchester University Doctor of Physical Therapy is a competitive one that has several steps outlined on the Doctor of Physical Therapy Program website. As such, achieving the minimum requirements for admission does not ensure acceptance into the DPT Program. During the Application Process, the DPT Program will request additional information and conduct interviews of selected applicants to identify those who are the best student fit for the DPT Program and the incoming cohort into the DPT Program. The goal is to identify the best students who can represent the Manchester University Doctor of Physical Therapy Program's mission, vision, and values. The Physical Therapy Centralized Application Service (PTCAS) portal is where application completion occurs.

The admissions requirements can be found at: <https://www.manchester.edu/academics/colleges/College-of-HealthProfessions-Nursing-and-Pharmacy/academic-programs/physical-therapy/admission-requirements>

### 3.2. ESSENTIAL FUNCTION REQUIREMENTS FOR PARTICIPATION IN THE PROGRAM

The Manchester University Doctor of Physical Therapy Program has a goal to prepare students for a healthcare career. Graduates of the DPT Program must have the essential skills and knowledge to function in a broad variety of healthcare settings and demonstrate a commitment to lifelong learning. Physical therapy is an intellectually, physically, and psychologically demanding profession. Students acquire the foundation of knowledge, attitudes, skills, and behaviors needed throughout a physical therapist's career. Those abilities that physical therapists must possess to practice safely are reflected in essential functions. Essential functions are those processes, procedures, or behaviors that health professionals must perform in the ordinary course of their duties. Essential job functions are non-academic qualities that employees must possess to be successful in the field. Students in the DPT Program must conduct several essential functions to safeguard patients/clients, fellow students, instructors, and the general public. These essential functions are also necessary for the student to be successful in the Program. For successful completion of degree requirements, students must be able to meet these standards with or without reasonable accommodation.

If you have a disability and think that you may require a reasonable accommodation to meet these essential functions, please contact the Student Life Office, or the Director of Disability Services AND the DPT Program Director as soon as possible. To begin the process for requesting a reasonable accommodation start by reviewing the information on the University web page [Academic Support - Students with Disabilities | Manchester University](#) and contacting the Student Life or the Director of Disability Services:

Mia Miller  
604 E College Ave  
North Manchester IN 46962

These essential functions include, but are not limited to:

#### Observation skills

Observation requires the functional use of vision, hearing, somatic sensations, and the use of common sense. Candidates must have visual perception which includes depth and acuity. A student must be able to observe lectures, laboratory-dissected cadavers, and lecture and laboratory demonstrations. The student must be able to observe a patient accurately and observe digital and waveform readings and other graphic images to determine a patient's condition. Candidates must be able to observe patients/clients and be able to obtain an appropriate medical history directly from the patient or guardian. Examples in which these observational skills are required include palpation of peripheral pulses, bony prominences, and ligamentous structures, visual and tactile evaluation for areas of inflammation, and visual and tactile

assessment of the presence and degree of edema. A student must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals.

### **Communication skills**

Communication encompasses both verbal and non-verbal communication. Examples of these are the manner of speech, language used, tone, writing, and computer literacy, as well as body language. Students must be able to communicate effectively, sensitively, and convey a sense of compassion and empathy with patients/clients to elicit information regarding mood and activities, as well as perceive non-verbal communications. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the healthcare team. Students must be able to complete forms according to directions in a complete and timely fashion. Students must be able to use computer technology competently and in accordance with University standards.

Foreign language/non-English primary language speakers may need to take an English language proficiency exam like the Test of English as a Foreign Language (TOEFL) prior to taking the Federation of State Boards of Physical Therapy Examination. Specific states may require specific scores on these types of tests to ensure understanding and compliance with the rules and regulations of the specific state. Students to whom this pertains should reach out to the state of licensure early along with the Federation of State Boards of Physical Therapy to research the specifics of the English Language Requirements for their state in question or other states that they are looking at getting licensed (<https://www.fsbpt.net/LRG/Home/EnglishLanguageRequirement>). It is the student's responsibility to look at this before accepting a position within the DPT Program to ensure that upon graduation that they will be successful in sitting for the national exam and be able to obtain licensure.

### **Motor/Psychomotor skills**

Students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, tapping, and other evaluation maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as positioning large or immobile patients/clients, gait training using therapeutic aids and orthotics, positioning, and performing manual mobilization techniques, performing non-surgical wound debridement, and placing electromyographic electrodes. Candidates must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment for patients/clients. These skills require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.

### **Analytical and Problem-Solving Skills**

To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient's history, physical examination, and laboratory data, provide a reasoned explanation for likely therapy, and recall and retain information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and medical literature in formulating treatment plans is essential. In addition, students must be able to comprehend three-dimensional relationships and understand spatial relationships of structures. Candidates must have the ability to use computers for searching, recording, storing, and retrieving information.

### **Behavioral/Social Attributes and Professionalism**

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

the clinical problems of patients/clients. As a component of their education, students must demonstrate ethical behavior.

### **Health Status**

The spectrum of physical therapy involves working with individuals across the lifespan and across the care continuum. As such, students and graduates need to be at a status to be able to care for these patients/clients. Additionally, facilities will have their own requirements for abilities and requirements for health. Common abilities are laid out in this section and the handbook, including full vaccination status, ability to perform cardiopulmonary resuscitation (CPR), First Aid, and operations of an automated external defibrillator (AED) in addition to what is typically defined within the practice of physical therapy.

Students must be able to do at a minimum, the following without accommodations:

- Attend and participate in classes for 30 or more hours per week during each academic term. Classes consist of a combination of lecture, discussion, laboratory, and clinicals.
- Attend and participate in laboratory sessions each term.
- Attend and participate in clinical internships full-time where assigned.
- Use auditory, tactile, and visual senses to receive instruction and to evaluate and treat patients/clients.
- Read, write, speak, and understand English at a level consistent with successful course completion and the development of positive patient-therapist relationships. Able to effectively communicate with a healthcare team.
- Complete readings, assignments, and other activities outside of class hours.
- Communicate in English through verbal and written communication with proficiency to ensure accurate and timely communication with instructors, classmates, patients/clients, and clinicians.
- Apply critical thinking processes to their work in the classroom and the clinic.
- Exercise sound judgment in class and the clinic.
- Participate in clinical internships, which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
- Gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary (classmate, aide, etc.).
- Perform treatment activities in class or the clinical setting by direct performance or by instruction and supervision of intermediaries.
- Manipulating medical equipment and accessories, including but not limited to switches, knobs, buttons, and keyboards, utilizing fine and gross motor skills.
- Performing the assigned training-related tasks/skills responsibilities with the intellectual and emotional function necessary to ensure patient safety and exercise independent judgment and discretion.
- Utilizing standards/functions to respond promptly to the patient's needs and/or emergency.
- Demonstrate calm and effective responses, especially in emergency situations.
- Sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily. In lab settings and clinical situations, alternately sit, stand, and walk up to 12 hours daily.
- *Frequently* lift weights less than 10 pounds and *occasionally* lift weights between 10 and 100 pounds.
- *Occasionally* carry up to 25 pounds while walking up to 50 feet.
- *Frequently* exert 75 pounds of push/pull forces to objects up to 50 feet and *occasionally* exert 150 pounds of push/pull forces for this distance.
- *Frequently* twist, bend, and stoop.
- *Occasionally* squat, crawl, climb stools, reach above shoulder level, and kneel.
- *Frequently* move from place to place and position to position at a speed that permits safe handling of classmates and patients/clients.

- *Frequently* stand and walk while providing support and guarding to a classmate simulating a disability or while supporting a patient with a disability.
- *Occasionally* climb stairs and negotiate uneven terrain.
- *Frequently* use their hands repetitively with a simple grasp and *frequently* use a firm grasp and manual dexterity skills.
- *Frequently* coordinate verbal and manual activities with gross motor activities.
- Lift and move up to a 300 lb. patient in a 2–3-person transfer.
- The student must be able to identify sizes, shapes and discriminate colors or shades both macroscopically and microscopically.
- The ability to operate equipment, such as computers, physical therapy equipment, and general medical instrumentation or equipment.
- Observe changes in patient/client status which may require modification of activity or intervention such as the color of skin, breathing regularity, heart rate, skin temperature, muscle tone, and facial expressions.
- Exercise sound judgment.
- Possess the ability to relate to people, capable of calm and reasoned judgment, and demonstrate a commitment to the patient.
- Engage in actions that support team workmanship.
- Be able to develop effective and professional relationships with their peers, faculty, supervisors, and subordinates as well as the medical staff and other allied health services.
- The student must demonstrate acceptance of differences of race and culture.
- Recognize and promptly respond to the patient’s emotional communications, such as sadness, worry, agitation, pain, and lack of comprehension of therapist communication.
- Clearly and accurately record examination results, treatment observations, and treatment plans in a reasonable amount of time
- Communicate with patients/clients, families, peers, and colleagues at an appropriate and professional level.
- Demonstrate ethical, moral, and professional attitudes, and principles that are necessary for gaining and maintaining the confidence of patients/clients, professional associates, and the community.

If a student cannot demonstrate the skills and abilities outlined in this document, it is the responsibility of the student to request reasonable accommodation. Reasonable accommodation refers to ways in which the University can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from completing certain tasks. It does mean that the DPT Program will work with students with disabilities to determine whether there are ways that we can assist the student toward successful completion of the tasks. However, clinical sites do not have to provide accommodations that the University has provided or would be expected in a clinical setting (for example, providing extra time to complete an initial evaluation or clinic visit outside of the “normal” time for clinicians).

Candidates for admission with a disability or who are not able to perform the abilities outlined are not required to disclose the specifics of their disabilities, but before the start of DPT classes, they must indicate that they can complete these tasks, with or without reasonable accommodation. Students who cannot complete these tasks, even with accommodation, are ineligible for admission. Any previously made offer of admission will be withdrawn. An offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, or that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.

O\*Net Online (<https://www.onetonline.org/link/summary/29-1123.00>) provides an outside source of occupational specific information. This might also provide information to potential students on a “day in the life” for the tasks and

abilities that are expected for physical therapists to perform. As the profession of physical therapy can be a demanding one, it is encouraged for applicants to the DPT Program and students to understand the requirements for the profession.

Candidates for admission who have questions about this document or who would like to discuss potential accommodations/program modifications should contact the DPT Program Director of the Doctor of Physical Therapy Program.

### 3.3. PROFESSIONAL CURRICULUM

1. The professional curriculum leading to the Doctor of Physical Therapy degree requires successful completion of 106 semester credit hours completed in five 15-week semesters and three 12-week semesters. The curriculum for this accelerated program is based on three foundational documents – the *Normative Model for Physical Therapy Education*, *Center for Excellence in Academic Physical Therapy*, *Blueprint for Excellence: Essentials for a Doctorate of Physical Therapy (DPT) Program*, and the *Guide to Physical Therapist Practice*. These documents provide an educational framework for DPT education but also “a foundation for the development of innovative programs and curricular designs that reflect institutional mission” (*Normative Model, APTA, 2004*). The Manchester University Doctor of Physical Therapy Program is one such program and curriculum. The core curriculum of foundational science, clinical science, and patient and practice management courses is delivered in a blended learning environment that optimizes technology and web-based teaching strategies for foundational didactics, integrates critical psychomotor skill development during lab sessions, and incorporates a structured and collaborative clinical education program. Irrespective of delivery mode, the DPT curriculum integrates course content and assignments that emphasize collaboration, critical thinking, research, and student accountability. The curriculum is tailored to provide a balance of theoretical, practical, and analytical instruction to prepare students for the unique challenges of healthcare in the 21<sup>st</sup> century.
2. Curriculum Sequencing and Integration:
  - a. The nature of the DPT curriculum requires all students to complete required courses in a prescribed, sequential manner. Topics are sequenced throughout the DPT Program to optimize the student’s ability to learn and integrate course material into future didactic and clinical education experiences.
  - b. The curriculum is sequenced using the non-traditional model of physical therapy education. Foundational science are woven into what is being done in the clinic right away. This knowledge is added in subsequent courses with the “clinical” perspective driving the teaching. This progression additionally allows for immediate physical therapy case-based application of these biological and physical science concepts. First-term courses are integrated in a manner to build upon the knowledge, skills, and experiences previously learned early in that term. As students’ progress to the later stages of the first term, they can then develop a deeper understanding, integration, and synthesis of content.
  - c. In the second, 15-week term of the DPT Program, students’ progress to their first integrated clinical experience (ICE), students will have the foundational knowledge, skills, case-based application, and clinical reasoning to be successful in initial mentored clinical practice under the direction of a clinical faculty member in the outpatient setting. Course sequencing progresses to a systems-based approach to facilitate learning. Students apply foundational knowledge to systems-based content in the musculoskeletal, neuromuscular, and cardiopulmonary systems. Students also receive instruction that prepares them for the scope of physical therapy practice that pulls together concepts in preparation for the third-term clinical application: clinical decision-making, interprofessional collaboration, and ethical practice patterns.
  - d. In the third, 15-week term of the DPT Program, students will progress to more advanced practice

courses that draw upon knowledge from all didactic coursework in the first and second terms and clinical interactions during their ICE. These courses address the patient with complex presentations and incorporate evidence-informed research and statistics. Students will also reinforce systems-based approach in the geriatric population.

- e. The fourth, 12-week term of the DPT Program, the student's will have psychological aspects of health and nutrition before transitioning into their first 8-week clinical experience. Students must pass the comprehensive test and the comprehensive practical to progress into clinical education. The 8-week intermediate practice setting will typically be outpatient. Please see the Doctor of Physical Therapy Program Clinical Education Handbook for more information.
- f. The fifth, 15-week term of the DPT Program focuses on prosthetics and orthotics, integumentary, pediatrics, and participate in their second ICE experience in an inpatient setting.
- g. The sixth 15-week term includes complex patient practice, acute care, and specialty practice areas for physical therapy. The specialty practice course will provide learning experiences in lesser-known or emerging practice areas for physical therapists.
- h. The seventh 12-week term will include a second comprehensive examination (written and practical) before students go out on their next-to-last internship. The second clinical internship will focus more on inpatient rehabilitation. Additionally, students will partake in a practice management and administration course to learn more about the business side of physical therapy.
- i. The eighth 15-week term will culminate in the students' terminal internships and the completion of the final professional competencies course, where students will complete a practice NPTE exam that they must pass before graduating from the program. Additionally, they will receive guidance on career readiness and interview/job searching skills while they are on their terminal internship.
- j. The integration of didactic and clinical education is accomplished in several ways. First and foremost, didactic courses maintain a clinical case-based focus throughout the DPT Program, maximizing the use of clinical case scenarios as the basis for discussion and the development of reasoning skills. Second, whenever possible, students are exposed to patients and clinic settings during patient management courses.

### **3.4. COURSE DELIVERY AND TYPES**

#### **1. Course Delivery:**

- a. Canvas, the learning management system used at Manchester University, is used extensively in every course. Canvas allows for the creation, dissemination, and assessment of a wide variety of teaching and learning activities. Canvas will be used for major written exams, such as course exams and final exams. Multimedia is embedded within course lectures and materials to enhance students' abilities to interact with one another, the faculty, and the course content. Web-based resources are uploaded into Canvas sites, allowing students to review and evaluate additional course content. Activities, assignments, and online discussions promote critical thinking and students' abilities to reflect on previously learned information, determine new facts, and integrate new materials into their understanding of the subject matter at hand. Discussion forums and online communication tools (both synchronous and asynchronous) are used to promote collaboration and further sustain interaction between students and between the instructor and students. Instructors consider time zone changes that may affect geographically dispersed students. Each course syllabus clearly identifies the expectations for both face-to-face and web-enhanced engagement.

- b. Course Types: The DPT curriculum is comprised of three types of courses spread over the 111 weeks of the Program:
- Didactic:** The Program’s didactic courses are completed primarily via synchronous format using the learning management system Canvas to provide a quality, rigorous, and yet flexible learning experience for a diverse student body that comprises both traditional and nontraditional students. Faculty incorporate their lectures into learning activities that include required readings, synchronous and asynchronous lectures, asynchronous forumbased discussions, synchronous patient case discussions and lab activities, online quizzes and exams, and evidence-based reviews to develop critical thinking/reasoning and professional communication with peers and faculty. Formal didactic coursework with associated with lab comprises 81 weeks of the DPT Program. Some courses occur concurrently with clinical education experiences.
  - Lab:** Onsite laboratory sessions reflect the importance of hands-on skill acquisition for the physical therapy student. Throughout the DPT Program, lab time is integrated into the didactic curriculum.
  - Clinical:** Clinical education is a major emphasis in this program, comprising 30 weeks of the overall curriculum and consisting of an 8-week clinical experience during the end of the fourth term, an 8-week intermediate clinical experience in the end of the seventh term, and a 14-week terminal clinical experience in the eighth term. During these clinical experiences, students are paired with clinical practices both regionally and nationwide to offer a collaborative, structured learning environment that oversees the students’ professional development and transition to an entry-level practitioner. Clinical faculty mentor students in direct patient care for a minimum of 35 hours per week, which applies the student’s didactic knowledge to real-time patient care. Clinical faculty consist of licensed physical therapists in the jurisdiction in which they practice, have a minimum of one year of experience in clinical practice, and possess clinical competence in the practice area in which they will provide clinical instruction. Clinical cases are tracked for all students during clinical internships using CORE ELMS to assess their exposure to a variety of patient types and diagnoses during clinical experiences. Policies and procedures for clinical experiences are found in the Doctor of Physical Therapy Program Clinical Education Handbook.

### 3.5. THE CURRICULUM

Term 1 Summer (12 W)	Term 2 Fall (15 W)	Term 3 Spring (15 W)	Term 4 Summer (12 W)	Term 5 Fall (15 W)	Term 6 Spring (15 W)	Term 7 Summer (12 W)	Term 8 Fall (15 W)
<b>Clinical Movement Science: (3 credit hours (1D:2L))</b>	Musculoskeletal Practice 1: (4 credit hours (2D:2L))	Musculoskeletal Practice 2: (3 credit hours (1D:2L))		Prosthetics and Orthotic Practice: (4 credit hours (2D:2L))		Practice Management & Administration: (4 credit hours (4D))	
<b>Clinical Neuroscience: (3 credit hours (1D:2L))</b>	Neuromuscular Practice 1: (4 credit hours (2D:2L))	Neuromuscular Practice 2: (3 credit hours (1D:2L))			Complex Patient Practice: (4 credit hours (2D:2L))		
<b>Clinical Physiology 1: (3 credit hours (1D:2L))</b>	Clinical Physiology 2: (3 credit hours (1D:2L))	Cardiopulmonary Practice: (3 credit hours (1D:2L))		Integumentary Practice: (3 credit hours (1D:2L))	Acute Care Practice: (4 credit hours (2D:2L))		
<b>Clinical Foundations I: (4 credit hours (2D:2L))</b>	Clinical Foundations II: (3 credit hours (1D:2L))	Lifespan Practice 1: (4 credit hours (2D:2L))	Psychological Aspects of Health and Nutrition: (4 credit hours (3D:1L))	Lifespan Practice 2: (4 credit hours (2D:2L))	Specialty Practice: (4 credit hours (2D:2L))		
	Integrated	Clinical	Professional	Integrated		Professional	Professional

	Clinical Experience: (2 credit hours (1D:1CE))	Application of Research and Statistics (1 credit hour (1D))	Competencies I: (0 credit hours)	Clinical Experience 2: (2 credit hours (1D:1CE))		Competencies II: (0 credit hours)	Competencies III: (0 credit hours)
			Clinical Education I: (8 credit hours (8CE))			Clinical Education II: (8 credit hours (8CE))	Clinical Education III: (14 credit hours (14CE))
<b>13 Credits</b>	<b>16 Credits</b>	<b>14 Credits</b>	<b>12 Credits</b>	<b>13 Credits</b>	<b>12 Credits</b>	<b>12 Credits</b>	<b>14 Credits</b>

### 3.6. COURSE DESCRIPTIONS BY YEAR/TERM Year 1

#### SEMESTER 1 COURSEWORK | 13 CREDITS | SUMMER

- **DPT 710 Clinical Foundations I – 4 Credits**

This course develops students' knowledge, skills, and professional behaviors for physical therapy practice. It covers communication, medical chart review, patient interviews, and the ICF framework. Students learn about pain mechanisms, clinical reasoning, and evidence-based practice. They also practice examination skills, patient management, and assistive device fitting.

- **DPT 712 Clinical Movement Science – 3 Credits**

This course provides a foundation in human musculoskeletal anatomy and movement analysis. Students learn about normal and abnormal movement patterns through virtual dissections, kinesiology, and imaging. They apply these concepts to various movements and analyze contributing factors using the ICF model.

- **DPT 714 Clinical Neuroscience – 3 Credits**

This course focuses on the human neurological system, motor control, and motor learning. Students explore neuroanatomy, neurophysiology, and neurological disorders. They learn about screening tools and apply them to clinical scenarios.

- **DPT 716 Clinical Physiology I – 3 Credits**

This course covers human physiology, anatomy, and histology of various body systems. Students learn about system function, changes across the lifespan, and the impact of exercise, environment, and disease. They also explore health promotion, wellness, and fitness screening tools.

#### SEMESTER 2 COURSEWORK | 16 CREDITS | FALL

- **DPT 720 Clinical Foundations II – 3 Credits**

This course progresses students' knowledge, skills, and clinical reasoning. It covers patient positioning, draping, room setup, infection control, pain neuroscience, and therapeutic modalities. Students learn about physical agent principles, clinical applications, and clinical decision-making.

- **DPT 722 Musculoskeletal Practice I – 4 Credits**

This course builds on previous knowledge of anatomy, movement analysis, and examination skills. Students learn about musculoskeletal pathology, dysfunction, and rehabilitation. They apply knowledge to regional palpation, orthopedic examination, plan of care development, and pharmacology.

- **DPT 724 Neuromuscular Practice I – 4 Credits**

This course focuses on assessing and managing individuals with neurological conditions. Students learn about neuroanatomy, neuropathology, movement analysis, and examination skills. They apply knowledge to motor control, motor learning, evidence-based practice, and pharmacology.

- **DPT 726 Clinical Physiology II – 3 Credits**

This course delves deeper into health promotion, wellness, nutrition, and fitness. Students learn about how body systems interact and respond to physical activity. They focus on the biopsychosocial approach, pain modification, therapeutic exercise, and clinical reasoning.

- **DPT 728 Integrated Clinical Experience I – 2 Credits**

This course prepares students for professional, legal, and ethical responsibilities in physical therapy practice.

Students apply patient management techniques in a supervised clinical setting and learn about core values, the Physical Therapy Practice Act, and the APTA Code of Ethics.

#### SEMESTER 3 COURSEWORK | 14 CREDITS | SPRING

- **DPT 731 Lifespan Practice I – 4 Credits**  
This course studies normal human development and preventative and holistic healthcare across the lifespan. Students focus on geriatric populations, physiologic changes, sociological and economic consequences of aging, and the physical therapist's role in this process.
- **DPT 732 Musculoskeletal Practice II – 3 Credits**  
This course builds on previous knowledge and focuses on less common musculoskeletal pathology, dysfunction, and rehabilitation. Students apply knowledge to regional palpation, orthopedic examination, plan of care development, and pharmacology.
- **DPT 734 Neuromuscular Practice II – 3 Credits**  
This course builds on previous knowledge and introduces additional neurological system assessments. Students learn about less common neurological pathology, dysfunction, and rehabilitation. They apply knowledge to examination, evaluation, diagnosis, prognosis, and intervention.
- **DPT 736 Cardiopulmonary Practice – 3 Credits**  
This course focuses on the anatomy and physiologic function of the cardiopulmonary systems. Students learn about assessment skills for screening, examination, evaluation, and management of patients with cardiovascular, metabolic, and pulmonary dysfunction.
- **DPT 739 Clinical Application of Research and Statistics – 1 Credit**  
This course provides an introduction to clinical research and evidence-based practice. Students learn about searching, interpreting, and critically evaluating medical literature. They also learn about research methodologies, statistical approaches, and medical databases.

#### Year 2

#### SEMESTER 4 COURSEWORK | 12 CREDITS | SUMMER

- **DPT 747 Professional Competencies I – 0 Credits**  
This course integrates and applies knowledge from previous courses. Students review body systems, pathophysiological mechanisms, examination procedures, and management strategies. They also prepare for full-time clinical education and demonstrate successful completion of the exit examination.
- **DPT 748 Clinical Education I – 8 Credits**  
This course prepares students for their first clinical rotation. It covers interprofessional education, IPEC core competencies, legal issues, abuse, cultural competency, reimbursement, and billing practices. Students learn about motivational interview techniques, PT-PTA teams, patient considerations, interprofessional communication, and collaboration. They apply and refine their examination, evaluation, and intervention skills during a mentored clinical internship.
- **DPT 749 Psychological Aspects of Health and Nutrition – 4 Credits**  
This course focuses on clinical reasoning, mindful practices, and the impact on patients. It covers population health, health promotion, prevention, health equity, and wellness. Students explore environmental and social determinants of health, health disparities, spirituality, motivational interviewing, pain neuroscience education,

and end-of-life issues. They also learn about chronic disease management, biopsychosocial-spiritual care, cultural competence, and advocacy.

#### SEMESTER 5 COURSEWORK | 13 CREDITS | FALL

- **DPT 751 Lifespan Practice II – 4 Credits**

This course studies normal human development and preventative and holistic healthcare across the lifespan, focusing on pediatric populations. Students learn about the management of children with musculoskeletal, neurological, and/or cardiopulmonary impairments. They also learn about developmental delay, family-centered care, education-based interventions, advocacy, and assistive technologies.

- **DPT 753 Integumentary Practice – 3 Credits**

This course focuses on the role of physical therapists in managing patients with integumentary and lymphatic system disorders. Students learn about integumentary system pathology, wound healing processes, and factors that can impede healing. They also learn about wound types, management, and the integration of these practices within the patient/client management model.

- **DPT 755 Prosthetics and Orthotic Practice – 4 Credits**

This course focuses on the role of physical therapists in managing patients requiring prosthetic and orthotic devices. Students learn about physiology, pathophysiology, biomechanics, and patient management. They also learn about assessment, prescription, and fitting of prosthetics, orthotics, and sock management.

- **DPT 758 Integrated Clinical Experience II – 2 Credits**

This course progresses students' knowledge, skills, and clinical reasoning. It focuses on leadership in physical therapy, including leadership philosophy, managing clinical casework, delegation, oversight, and resource management. Students apply and refine patient management techniques and practice professional behaviors.

#### SEMESTER 6 COURSEWORK | 12 CREDITS | SPRING

- **DPT 761 Complex Patient Practice – 4 Credits**

This course focuses on management strategies for medically complex patients. Students learn about community-based, outpatient, and inpatient management for patients with primary multi-system diseases or comorbidities. They examine and provide treatment principles for advanced diseases, including cardiovascular, pulmonary, metabolic, oncological, lymphatic, integumentary, and rheumatologic disorders.

- **DPT 763 Acute Care Practice – 4 Credits**

This course delves into the management of patients in acute care settings. Students learn about critical and complex medical issues, including cardiovascular, pulmonary, neurological, and multisystem disorders. They develop expertise in acute care interventions, including stabilization, management of critically ill patients, and integration of therapeutic interventions.

- **DPT 765 Specialty Practice – 4 Credits**

This course focuses on the physical therapist's role in managing special populations. Students learn about the physiology, pathophysiology, and histology of the neurological, integumentary, lymphatic, and reproductive/genital urinary systems. They also learn about cancer screening, medical interventions, pelvic health conditions, obstetric care, and emerging practice areas.

### Year 3

#### SEMESTER 7 COURSEWORK | 12 CREDITS | SUMMER

- **DPT 777 Professional Competencies II – 0 Credits**

This course integrates and applies knowledge from previous courses and clinical experience. Students prepare for their final LTCE experiences through independent study and complex cases. They review examination procedures, management strategies, primary care practice, specialty practice, and interprofessional collaborative practice.

- **DPT 778 Clinical Education II – 8 Credits**

This eight-week internship builds upon the knowledge and skills from the first clinical experience. Students advance evidence-based patient management, clinical reasoning skills, and adult learner characteristics. They demonstrate advanced professionalism and progress toward Intermediate competency as a clinician.

- **DPT 779 Practice Management & Administration – 4 Credits**

This course focuses on the application of regulatory, administrative, and management requirements for physical therapy practice. It covers third-party payment and billing, personnel issues, fiscal responsibility, and patient advocacy. Students use readings, lectures, case scenarios, and problem-solving to assess their knowledge and apply technology to clinical practice.

#### SEMESTER 8 COURSEWORK | 14 CREDITS | FALL

- **DPT 787 Professional Competencies III – 0 Credits**

This course integrates and applies knowledge from previous courses and clinical experiences. Students prepare for clinical practice as lifelong learners and educators. They focus on preparation for national and state licensure and employment post-graduation and take two practice examinations to demonstrate successful completion of the FSBPT Content Outline.

- **DPT 788 Clinical Education III – 14 Credits**

This fourteen-week internship progresses learners to entry-level patient management skills. Students refine interpersonal communication and professional skills with patients, family, and healthcare staff. They develop advanced evidence-based patient management and clinical reasoning skills and demonstrate entry-level competency as a clinician.

### 3.7. FACULTY FOR DELIVERY OF THE CURRICULUM

The Doctor of Physical Therapy Program appoints faculty members with academic preparation and experience to ensure the competent delivery of the curriculum. Current faculty members for the Doctor of Physical Therapy Program are listed on the website. Faculty observations are performed to ensure that the content and delivery of the content are in line with the expectations of the DPT Program.

### 3.8. CURRICULUM OVERSIGHT

The Program Director and Faculty are responsible for the overall design, implementation, evaluation, and ongoing reform of the curriculum. Within the DPT Program, the Curriculum and Assessment Committee is the primary coordinating body for all issues involving the DPT curriculum. Committee responsibilities include assisting faculty in becoming knowledgeable about the overall curriculum and how each course contributes to the overall curricular design; responding to University policies, employer, student, and graduate feedback, and accreditation standards; conducting regular meetings with the faculty related to the curriculum; and conducting end of semester reviews and the Annual Curriculum Review. Committee meetings are scheduled each academic term to evaluate collected data and outcomes from various stakeholders (i.e., students, clinical instructors, graduates, employers, faculty, etc.) to identify strengths and weaknesses in the curriculum and create proposals for curriculum changes. The Committee Chair uses regularly scheduled faculty meetings to keep faculty abreast of committee activities.

1. End-of-Semester reviews assess the effectiveness of the curriculum at the course level. This process involves evaluating data from course analytics, such as student achievement of course objectives, student feedback on course evaluations, as well as faculty peer reviews and reflections to ensure that course content and sequencing are effective, evidenced based, and reflect contemporary practice.
2. An Annual Curriculum Review is conducted each summer and is attended by all core faculty. Associated and clinical faculty members, when involved with the curriculum, are invited to attend the meeting onsite or via webinar technology. This review critically evaluates our ability to meet program goals, outcomes, and professional practice expectations with the current curriculum; identifies specific areas of weakness; and develops strategies for curriculum improvement. Curriculum change proposals developed by the Curriculum Committee are discussed and approved/disapproved by the entire faculty. As necessary, the Curriculum and Assessment Committee develops action plans to implement approved curriculum changes before the next cohort launches.
3. The program relies heavily on feedback from our faculty, students, and graduates. This feedback is a critical element in identifying curricular and/or faculty strengths and weaknesses and potential improvements to the Program. Student feedback is solicited through anonymous evaluations after every course and during post term open forums with the DPT Program Director. Faculty provide feedback through the completion of post course analyses, which incorporate student survey responses. Graduate feedback is solicited at the end of the DPT Program and alumni feedback during 1- and 5-year surveys. Students and graduates are invited to provide feedback at any time during or after the DPT Program.

## SECTION 4: ACADEMIC PROGRESSION

### 4.1. GENERAL STATEMENTS REGARDING PROFESSIONAL AND ACADEMIC STANDARDS

Good academic standing in the DPT Program is defined as continued enrollment, satisfactory academic progress, sound clinical skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these five areas.

Students are expected to demonstrate behavior consistent with the Manchester University Code of Academic Conduct, American Physical Therapy Association (APTA) Code of Ethics, APTA Guide for Professional Conduct, Physical Therapy Program Professional Behaviors, and state and federal laws governing the conduct of physical therapy. See Sections 1 and 2 of this Doctor of Physical Therapy Student Handbook for these guides and policies. The Physical Therapy Program reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students regarding them.

Agreement to abide by the policies and procedures of the University and the DPT Program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in Doctor of Physical Therapy Program course syllabi. Failure to do so may jeopardize their academic standing in the DPT Program and may constitute grounds for probation or dismissal from the DPT Program. Students must maintain good standing in the DPT Program in order to be eligible for or continue any DPT Program-administered scholarships.

A student's academic standing is judged based on the following:

1. Academic performance (see grading policy).
2. Progress in the development of clinical skills as measured by course-level practicals/skills checks and comprehensive competency practicals.
3. Compliance with School policies and procedures.
4. Professional procedures, ethical and legal conduct.
5. Evidence of behavior that supports professional conduct and interpersonal or professional relations.

Faculty will evaluate academic performance, clinical skills, professional development, and professional behaviors demonstrated in the educational environment and clinical performance according to standards outlined in the University Catalog, this Physical Therapy Program Student Handbook, the Doctor of Physical Therapy Program Clinical Education Handbook, the APTA Code of Ethics, and elsewhere.

Students will be given regular reports on their progress in the DPT Program. A student who is not performing adequately according to the standards will receive notification through written feedback and individual advisement and may be placed on academic warning (see Section 4.5 below). In the case of flagrant and intentional violations of the Code of Academic Conduct or APTA Code of Ethics, a student may be dismissed without previous warning at any time in their academic career.

In general, Program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decisions, or 3) the sanction imposed was not appropriate to the severity of the violation and professional or academic standards. The Program Director's office informs the student of faculty actions.

Appeals should be filed with the DPT Program Director of the Doctor of Physical Therapy Program within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the Office of Academic Affairs.

Individuals convicted of a felony may not be eligible to receive a license to practice physical therapy, although regulations vary from state to state. Students are urged to contact the appropriate licensing agency for further information.

For details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:

- Doctor of Physical Therapy Student Handbook
- Doctor of Physical Therapy Program Clinical Education Handbook
- Doctor of Physical Therapy Program course syllabi

#### 4.2. STUDENT ASSESSMENTS AND REMEDIATION

The following are processes utilized by the DPT Program for student assessments and remediation:

1. **Student Assessments:** The Program uses a variety of evaluation processes to assess student learning and performance outcomes across the curriculum. Assessment methods are chosen based on the curriculum philosophy, the content, and the level of competency to be achieved by the learner.
  - a. **Knowledge Checks** allow the learner, through the self-directed learning process to identify and fill gaps in their learning. Quizzing is administered through the LMS and should reflect low stakes in the overall grading schema of the course. Grading will reflect the highest score of the attempts. The quiz should be developed through a bank of questions greater than the number of quiz questions presented to allow questions to shuffle throughout the multiple attempts. The intent of the Knowledge Checks is for low-stakes assessment of the lower levels of Bloom's Taxonomy knowledge aspect of the course, module, or concepts in the class. The multiple attempts are to ensure students have a basic level of knowledge on the foundational material in the course which other information is built upon. These knowledge checks can also be used as a review of previously taught material from other courses that the newly presented content builds upon to refresh or remind students of key concepts. Options include using multiple attempts (No greater than a total of **three attempts**). The quiz should be developed through a bank of questions greater than the number of quiz questions presented to allow questions to shuffle throughout the multiple attempts.
  - b. **Formative quizzes** allow the learner, through the self-directed learning process to identify and fill gaps in their learning. Quizzing is administered through the LMS and should reflect low stakes in the overall grading schema of the course.
  - c. **Written reflection** allows the learner to demonstrate competency in written language and reflective practice. Prompts for the written reflection should encourage the learner to utilize reflected practice to self-evaluate performance and integrate findings into a plan to enhance future performance. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
  - d. **Oral reflection** allows the learner to demonstrate competency in spoken language and reflective practice. The reflection can be delivered via video recording or in person. Prompts for oral reflection should encourage the learner to utilize reflected practice to self-evaluate performance and integrate findings into a plan to enhance future performance. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
  - e. **Written Assignment** allows the learner to demonstrate competency in written language, clinical reasoning, and critical thinking for a given patient/client scenario. The length of the document is dependent upon the context of the case and the areas to be assessed. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.

- f. **Audio or Video Assignments** allow the learner to demonstrate competency in oral language (dependent upon audience i.e., medical terminology versus layman's terms) clinical reasoning, and critical thinking for a given patient/client scenario. The length of the report is dependent upon the context of the case and the areas/components to be assessed. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
- g. **Psychomotor practical with Standardized/Simulated Patient (SP)** allows the learner to demonstrate comprehensive competency in knowledge, psychomotor skills, affective behaviors, clinical reasoning, critical thinking, and written documentation for a given patient/client scenario. The process should incorporate a level of chart review, time to demonstrate required competencies, time or a process to allow learner reflection, time for the SP to provide feedback on professional behaviors, and a written component to reflect accuracy and appropriate professional written language to document the encounter. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
- h. **Psychomotor practical with peers** allows the learner to demonstrate comprehensive competency in knowledge, psychomotor skills, affective behaviors, clinical reasoning, critical thinking, and written documentation for a given patient/client scenario. The process should incorporate a level of chart review, time to demonstrate required competencies, time or a process to allow learner reflection, and a written component to reflect accuracy and appropriate professional written language to document the encounter. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
- i. **Oral practicals** allow the learner to demonstrate competency in oral language, clinical reasoning, and critical thinking for a given patient/client scenario. The length of the report is dependent upon the context of the case and the areas to be assessed. Socratic questioning should be incorporated to assess clinical reasoning and critical thinking. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
- j. **Unit Written exam multiple choice formats** allow the learner to demonstrate knowledge based upon a taxonomic level and each question is directly mapped to course objectives. All exams should follow best practice: outlay clearly written stem, have three plausible distractors, have only one correct answer, answers should be parallel with respect to grammatical structure, tense, length, and complexity, correct answers should be varied in the position of choices, avoid all of the above answers, and should demonstrate:
- validity (demonstrate measurement of what the exam was designed to test)
  - reliability (consistent measurement and discriminating level of performance)
  - recognizability (relatable to the content presented to the learner) • realism (appropriate context)
- k. **Final Written exam multiple choice formats** comprehensive final exam allows the learner to demonstrate knowledge based upon a taxonomic level and each question is directly mapped to course objectives. All exams should follow best practice: outlay clearly written stem, have three plausible distractors, have only one correct answer, answers should be parallel with respect to grammatical structure, tense, length, and complexity, correct answers should be varied in the position of choices, avoid all of the above answers, and should demonstrate:
- validity (demonstrate measurement of what the exam was designed to test)
  - reliability (consistent measurement and discriminating level of performance)
  - recognizability (relatable to the content presented to the learner)

- realism (appropriate context)

- l. Anatomy Checks** allows the learner to demonstrate competency in specific understanding of anatomy. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted. This can be done face-to-face or via video upload, and feedback to be provided by the instructor.
- m. Peer assessment/review** allows the learner to demonstrate and receive critique/feedback within the context of a low-stakes assessment of knowledge, skills, and/or affective behaviors. Peer assessment enhances peer learning through knowledge diffusion and develops lifelong assessment and communication skills. Peer assessment can be incorporated into written assessments, roleplay activities, skills checks, or oral presentations. Instructors should monitor (either directly or indirectly) the peer assessment or be followed at some point downline by instructor assessment/grading. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
- n. Group projects** allow the learner to increase knowledge through peer interaction and develop skills for collaboratively working with others. Varying members for group assignments to promote diversity in collaborative work outside of the learner’s normal peer relationships is encouraged. Assignments should incorporate some level of confidential feedback from learners on the level of contribution of each member as part of the grading to avoid social loafing. All members of the group should be held responsible for each assignment component/contribution to prevent the group from “dividing and conquering” in isolation of assignment components. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
- o. Oral presentation** allows the learner to demonstrate competency in knowledge and oral language. Oral presentations may be delivered as an individual or group. Presentations may serve to deliver new or expanded information/research to learners. Oral presentations help build learner's self-confidence in communication skills. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
- p. Critical appraisal of the literature** allows the learner to demonstrate competency in assessment of the literature imperative to inform clinical practice and promote lifelong learning. In a written format, the appraisal should not exceed 1-2 page(s) with single-spaced 12-font to promote succinct dissemination of the content. In oral format, they can be delivered via video recording or be an in-person presentation and should be no more than 5 - 10 minutes in length. Rubrics should clearly reflect the level of competency to be achieved, and areas/components to be assessed, and serve as feedback for the learner for any deficiencies noted.
- q. Clinical performance (pass/fail) (CPI)** allows the learner to demonstrate clinical competency for entrustable patient activities for entry-level practice in a standardized manner. Content includes the definitions of performance dimension and rating scale anchors to accurately assess learners’ performance within a clinical environment. The assessment should include the learner’s self-assessment on all performance dimensions before reviewing the clinical instructor’s ratings. Clinical instructors (CI) must be oriented to the assessment format before taking on the role of CI with learners. CI is expected to review the assessment directly with the learner at the midterm and final weeks of the clinical.
- r. Discussion Board written/video upload** allows the learner to demonstrate comprehension and integration of topics guided by a prompt. Learners should be required to incorporate the evidence to validate their

submissions/responses. Additionally, discussion board assignments can be a rich source of peer learning but should be monitored closely by the instructor for the accuracy of responses.

- s. **Multimodal** assessment techniques may include multiple items or ways used above in a student assessment. Additionally, other assessments not listed above may be used to assess student learning.

- 2. **The Manchester University Honor Code** must be observed during all student assessments (see Section 8 of this Doctor of Physical Therapy Student Handbook).

As a student in the Manchester University Doctor of Physical Therapy Program, I understand that I am not only a member of an esteemed academic community but also an emerging professional entrusted with the health and well-being of others. My commitment to this Honor Code reflects my dedication to intellectual honesty, ethical conduct, and the highest standards of the physical therapy profession.

I pledge to uphold the values of integrity, respect, and responsibility in all my academic pursuits and professional interactions. I understand that any deviation from these principles undermines the trust placed in me by my peers, faculty, the University, and ultimately, my future patients.

- a. **Academic Integrity** I commit to maintaining the highest standards of academic integrity. This includes, but is not limited to, my pledge to:

- i. **Avoid Cheating:** I won't use unauthorized materials, information, or study aids in any academic exercise. I won't seek or provide unauthorized assistance on examinations, assignments, or any other form of academic assessment.
- ii. **Prevent Plagiarism:** I'll always acknowledge the ideas, words, and works of others. I'll properly cite all sources and present my own original work unless explicitly instructed otherwise. I understand that submitting another's work as my own, or failing to properly attribute sources, constitutes plagiarism.
- iii. **Refuse to Facilitate Academic Dishonesty:** I won't assist or enable others in acts of academic dishonesty, nor will I ignore such acts when I have knowledge of them.
- iv. **Respect Academic Materials:** I won't abuse, destroy, or inappropriately obtain academic materials, including examination questions, answer keys, or proprietary course content.
- v. **Be Honest:** I won't engage in stealing, lying, or any other form of deceit in academic contexts, including misrepresenting my work, attendance, or participation.
- vi. **Address Other Unprofessional Behavior:** I'll refrain from any other conduct that compromises the integrity of the academic environment or the learning experience of my peers and faculty.

- b. **Professional Conduct** I recognize that my conduct reflects not only on myself but also on the Doctor of Physical Therapy Program, Manchester University, and the physical therapy profession. I commit to demonstrating professionalism in all settings. This includes, but is not limited to, my pledge to:

- i. **Uphold Civility:** I'll treat all members of the University community—faculty, staff, administrators, and fellow students—with courtesy, respect, and professionalism in all communications and interactions.
- ii. **Maintain Classroom Etiquette:** I'll contribute positively to a conducive learning environment by arriving prepared, engaging respectfully in discussions, and refraining from disruptive behaviors.
- iii. **Adhere to Examination Etiquette:** I'll follow all rules and instructions during examinations, respecting the quiet and focused environment necessary for fair assessment.
- iv. **Exhibit Exemplary Conduct in Experiential Rotation Settings:** I understand that clinical education experiences are a critical component of my professional development. In all clinical settings, I'll act with the utmost professionalism, respecting patient confidentiality, adhering to clinical site policies, collaborating effectively with healthcare teams, and representing the DPT

Program and University with distinction. My actions will always prioritize patient safety and well-being.

- v. **Conduct Myself within the Profession:** I'll begin to embody the ethical principles and professional standards expected of a physical therapist, including honesty, compassion, integrity, and accountability, in all my interactions and activities.

- c. **Reporting Violations** I understand that upholding this Honor Code is a shared responsibility. If I witness or become aware of a potential violation of this Honor Code, I have a responsibility to report it.

Manchester University provides a confidential and accessible reporting mechanism for such concerns.

- i. All suspected violations of this Honor Code should be reported through the University's official reporting form, available at **Honor Code Complaint**.
- ii. I acknowledge that failure to adhere to the principles outlined in this Honor Code may result in serious consequences, including disciplinary action by Manchester University, the Doctor of Physical Therapy Program, and potential implications for my future professional licensure.
- iii. By my enrollment in the Manchester University Doctor of Physical Therapy Program, I affirm my commitment to this Honor Code.

3. **The Doctor of Physical Therapy Program Exam Procedures** for formal written exams administered during the online didactic components of the DPT Program must be adhered to:

a. Prepare for the exam by doing the following:

- i. Download the exam at least 24 hours before the scheduled start time for the exam. Report to the course lead faculty if you have any technical issues with the download.
- ii. Ensure desk area, walls, whiteboards, or any visible study aids are clear. If the desk is glass, cover it with a solid color sheet or towel.
- iii. Make sure extra monitors are OFF or covered with a towel. iv. Ensure other electronic devices, i.e., phones and tablets, are out of reach.
- v. Adjust the lighting in your room to be sure there are no shadows or glare on your eyeglasses which may interfere with the ID verification. If there is a window behind you, close the blinds/curtains.
- vi. Students are expected to begin the exam at the scheduled time. If there is a delay in starting the exam, you must call the lead faculty to explain your situation.
- vii. The use of a headset or any type of transmittable earbuds is not permitted. Only nontransmittable earplugs are permitted.

b. A proper room scan with a webcam must be conducted at the start of the exam after the monitoring program has been initiated.

- i. Begin by ensuring the webcam is on. Face the webcam away from your body and complete a 360degree scan of the room slowly and as steadily as possible. This should take approximately 15-20 seconds.
- ii. Scan the entire surface of the desk, the floor surrounding the desk as well as adjacent walls from floor to ceiling slowly and as steadily as possible. This should take approximately 10-20 seconds. When completing this scan be sure to show anything you have on your desk individually, i.e., water bottles, mouse pad, etc.
- iii. Show the palm and back of both hands in the webcam.

c. The following are not permitted during the exam:

- i. Using a phone or tablet. If there are technical issues, students may call course faculty to report the issue.
- ii. Paper or whiteboards
- iii. Leaving your desk

- iii. Turning your body away from the monitor
  - iv. Reading exam questions aloud outside of a whispered voice
  - v. Eating
  - vi. Beverages not shown during the room scan
- d. Students are expected to upload the exam as soon as it is completed. Do not leave your computer or turn it off until you receive notice that your exam has been uploaded successfully.
- e. Students are expected to call the lead faculty member if:
- i. There is an error with the download of the exam
  - ii. There is a delay in starting the exam on time
  - iii. You experience computer malfunctions during the exam
  - iv. There is an error with uploading the exam
- f. Failure to comply with the Manchester University Doctor of Physical Therapy Program Exam Procedures may result in a 0% grade on the exam.

#### **4. Academic Remediation**

##### **a. General Remediation Policy'**

Our policy is to closely follow student progress and intervene with remediation options appropriate to the situation. Remediation is not meant as a punitive action but rather as a supportive measure to assist students in their success in the DPT Program and ultimately in a career as a Doctor of Physical Therapy. Remediation may occur for academic issues, professional behavior, or clinical issues. Clinical remediation is more fully covered in the Doctor of Physical Therapy Program Clinical Education Handbook.

##### **b. Didactic Remediation Policy**

Students may encounter difficulties during their time in the program and not meet program benchmark competency levels or personal achievement goals. Remediation activities will be provided for students to demonstrate competency in course content and skills and an opportunity to improve course scores in all didactic courses.

Remediation activities, processes, and deadlines are outlined in the course syllabus. Activities may include, but are not limited to, re- submission of course assignments, creating a video presentation, oral examination, completing re-assessment of skills, etc. All remediation activities must be completed before the end of the semester.

##### **c. Remediation of Clinical Education Experiences**

Remediation is initiated by the clinical instructor, Site Coordinator of Clinical Education (SCCE), or Director of Clinical Education when a student does not pass or is at risk for not passing a clinical education course (e.g., CPI evaluation, documented critical incident). Remediation is intended to address the specific performance and/or professional concerns.

The remediation plan is created in collaboration with the student and clinical instructor with approval from the Director of Clinical Education. Remediation activities may include, but are not limited to, additional clinical hours in the same clinical setting (clinical instructor may or may not be the same), additional clinical hours in a different clinical setting, completion of simulated clinical scenarios, a demonstration of specific examination or intervention skills, etc. Students may not appeal a course

remediation plan. The student is required to complete the remediation plan demonstrating competence and safety to earn a Pass (P) grade before progressing to the next clinical education course (DPT 778, DPT 788) in the curriculum or graduating from the program. Students not demonstrating required competence and/or safety following remediation will earn a No Pass (NP) grade for the course. Students are allowed to complete one remediation in the long-term clinical education course series.

**d. Remediation of Comprehensive Practical Examinations**

Comprehensive practical examinations are administered in semester 4 and 7 and are progression requirements demonstrating student safety and competency prior to entering DPT 748 Clinical Education I and DPT 788 Clinical Education III respectively. Students must pass these practical examinations to progress in the program.

If a student fails a practical examination, a remediation plan will be created by the student in collaboration with their faculty advisor to address the specific performance and professionalism concerns. Remediation plans must be completed prior to the student’s second attempt. Individuals who do not pass following remediation will not progress in the program.

A student is allowed only 1 additional attempt to pass.

**4.3. COURSE GRADING SYSTEM**

The following processes are utilized for course grading:

1. Academic Course Grading:
  - a. The course faculty/instructor determines the grades for each course with specific requirements defined within the course syllabus. Evaluation methods assess student achievement of specific educational learning objectives, and in a broader sense, their communication skills and professional behaviors. How a final grade is computed may include, but are not limited to, written examinations, practical examinations, skill checks, oral presentations, assignments, laboratory activities, online class participation, clinical participation, and clinical performance.
  - b. The following grading system will be used in all letter-graded courses in the DPT Program. Numerical course grades will be calculated to one decimal place when assigning letter grades. Grades will be posted in the gradebook in Canvas: c.

<b>Grade</b>	<b>Percent</b>	<b>Quality Point value (used in determining GPA)</b>
A	90.0% and greater	4.0
B	80.0% to 89.99%	3.0
C	70.0% to 79.99%	2.0
F	less than 70.0%	0

- d. Students are required to achieve a final grade of PASS (i.e.,  $\geq 70\%$ ) for all academic courses. HOWEVER, they must also maintain a 3.0 (B) grade point average (GPA). It is the responsibility of any student who is underperforming to seek the assistance of the course instructor and his/her academic coach. Courses in the DPT Program will use a variety of learning modalities and assessment methods to ensure that the students are competent in the knowledge, skills, and abilities described in the course of the DPT Program. As the curriculum and the nature of the DPT Program builds upon previous

material, certain courses or assessments may evaluate previously taught material to ensure continued competency of knowledge, skills, and abilities. (i.e., asking first-term anatomy questions applicable to a second-term musculoskeletal course). Students may be assessed on systems-based material outside of what is taught in the course to ensure integration across the spectrum of physical therapy practice. (i.e., asking an applicable question about the integumentary system/skin in a neurological course).

- e. Course Workload Guidelines: Courses may vary the weighting of the point values or percentages of assessments. Generally, the DPT Program prefers weighted grades for various portions of the assessment. The various weighting guidelines are listed below, but ultimately distribution is at the discretion of the instructor of record. Weighted grades adjust the significance of performance on higher learning domain areas and assessments while decreasing lower-order learning assessments. (i.e., A practical 100 points is worth 25% of the total grade and a course project worth 100 points is equivalent to just 10% of the grade.)

	Didactic only	Didactic and Lab
Knowledge Check	0-5%	0-5%
Discussion	5-10%	5-10%
Assignments	10-20%	10-20%
Quiz	20-30	10-20%
Course Project	10-30%	5-15%
Examination	40-50	30-40%
Practical		20-30%
Total	100%	100%

- f. Late work: Individual faculty will let students know if they will revise the late assignment policy. Generally, students may submit work up to three (3) days after the stated deadline. A 10% grade penalty is assessed for work up to twenty-four hours late; an additional 10% penalty is assessed for each additional day the work is late. In some cases (such as late discussion postings) students may be asked to complete an alternate assignment for an equivalent point value, minus any applicable penalty. However, this is at the discretion of the instructor. As a general rule, online discussions conclude at the end of the current module. Discussion posts made after the due date for discussion posts in the current module will not be accepted. Instructors may waive the late penalty or timeframe in the case of extenuating circumstances as determined by the faculty. In some cases, certain activities, such as labs, quizzes, and exams, must be completed at the designated time and therefore cannot be made up. The instructor should apprise students beforehand of any such activities.
- g. An Incomplete will be given at the discretion of an instructor to any student who does not complete all didactic or clinical education course requirements. It is the student's responsibility to coordinate with the appropriate faculty member and complete all remaining coursework. To earn a grade, all coursework must be completed within one year of the end of the semester in which the course was taken or as stipulated in the I contract; otherwise, a grade of F or NP will be assigned.
- h. If there is a grievance concerning a course assessment or assignment score/grade, the following guidelines apply:
- 1 Students who have a concern regarding a score/grade (NOT a final exam/assessment or overall final grade. see #4) should initiate the review process within 3 business days of the

receipt of the score/grade by email with the instructor of record in the course.

1. The student is encouraged to request a review of the score/grade with the faculty member(s) responsible for that assessment or assignment. If the concern is not resolved, the student is encouraged to request a review of the score/grade with the course coordinator if that faculty member was not the course coordinator. If the concern continues to be unresolved, the student is encouraged to request a review of the score/grade with the Doctor of Physical Therapy Program Director
2. No assessment will be returned to the student.
3. For a final course assessment/assignment or overall final grade, the student has twenty four (24) hours from grade posting to initiate the review process within the DPT Program. Further appeals beyond the DPT Program Director will follow the advanced steps found within the policies of Manchester University.

## 2. Clinical Education Course Grading:

- a. Clinical faculty and students will perform mid-term and final performance assessments during each clinical education experience. This is to be completed online through the Clinical Performance Instrument Tool (CPI). The Site Coordinator of Clinical Education (SCCE) should also sign off as applicable. The Director of Clinical Education (DCE) will have access to see when these are completed. More information regarding expected performance criteria for each clinical course can be found within the Doctor of Physical Therapy Program Clinical Education Handbook and individual clinical education course syllabi. Students are encouraged to actively seek out more frequent feedback from their clinical faculty to complement midterm and final assessments. Establishing a professional relationship and open communication with clinical faculty will facilitate this feedback.
- b. The final grade decision for all clinical education courses rests with the Director of Clinical Education (DCE)/Assistant Director of Clinical Education (Asst. DCE). The DCE/Asst. DCE will confer with the Doctor of Physical Therapy PD to determine the appropriate course of action for any student failing to complete all requirements for a clinical education course.
- c. **Withdrawal and Reassignment Within a Clinical Education Experience:** A student may occasionally be placed into a clinical education situation that is not meeting the student's clinical development needs or the DPT Program's expectations. Once identified, the DCE/Asst. DCE will immediately work with the SCCE, clinical faculty, and students to improve the clinical education experience. The DCE/Asst. DCE may decide to withdraw the student from the clinical education site if corrective action cannot be implemented in the time remaining. The DCE/Asst. DCE will reassign the student to a new clinical site as expeditiously as possible to prevent the loss of valuable clinical education time. The location of this clinical education experience will be determined by the DCE/Asst. DCE. If an alternative placement cannot be accomplished in the time remaining, the student will receive an Incomplete for the course and be required to remediate this clinical experience upon completion of the curriculum.
- d. More complete information on Clinical Education grading processes may be found in the Doctor of Physical Therapy Program Clinical Education Handbook.

### 4.4. MINIMUM REQUIREMENTS FOR PROGRESSION

- A student must complete all required courses with a grade of C or better to progress in the program.
- A student must pass the comprehensive practical examinations in semesters 4, 7, and 8 to progress to the next semester or graduation
- According to CAPTE guidelines, a student must complete the curriculum in a time period not to exceed 150% of the DPT Program length. Progression delayed by personal/medical reasons will be evaluated by the DPT Program

- Director on a case-by-case basis.

#### 4.5. PROFESSIONAL BEHAVIOR/CONDUCT WARNING/PROBATION

- **Professional Behavior/Conduct** ○ **Professional Behavior/Conduct Probation**
  - Some professional behavior/conduct violations may constitute progression directly to a probationary status. These instances will be brought before the DPT Program Director and considered in counsel with the appropriate faculty committee.
  - Other professional behavior/conduct probation may occur, but not be limited to, in response to the following situations:
    - Failure to successfully remediate a performance improvement with formal written documentation and remediation action plan.
    - Multiple areas of professional behavior/conduct violations spanning across courses, activities, core or clinical faculty interactions, peer interactions, or other associated activities that attain a severity level warranting probationary status.
    - A singular instance of professional behavior/conduct violation that places serious doubt on the student's ability to ultimately fulfill the expectations and requirements of professional licensure as a physical therapist.
    - Any of these instances could proceed from professional behavior/conduct issues that arise during a clinical experience.
- Probationary process:
  - Students will receive official written notification from the DPT Program Director of their probationary status for professional behavior/conduct with a fully documented rationale for this decision.
  - Students will meet with the DPT Program Director and any designated core faculty including their faculty mentor to establish an understanding of their violation(s) leading to probation and develop a formal probationary learning contract. This contract will outline specific actions, behaviors, and expectations required of the student to demonstrate full remediation from professional behavior/conduct violation(s) in a manner assuring both internalization of changed values and actions consistent with those changed values. Activities or actions required in this plan will be at the discretion of the DPT Program Director and any other faculty members involved in developing the plan along with student feedback.
  - Probationary time frames will be determined by the DPT Program Director depending on the severity of the violation and the expected timeframe to remediate the violation.
  - Students may not have more than two instances of professional behavior/conduct probation during the duration of the DPT Program. A student with a third instance of professional behavior/conduct violation warranting probation will be dismissed from the DPT Program.
  - Students with unresolved professional behavior/conduct probation at the beginning of a clinical experience will not be allowed to progress to the clinical experience.
  - Please see the Doctor of Physical Therapy Program Clinical Education Handbook for professional behavior/conduct violations that can possibly proceed from a clinical experience.
- In order to remove Professional Behavior/Conduct Probation, a student must demonstrate corrective action and a consistent pattern of professional behaviors consistent with the Manchester University Student Conduct Standards and Regulations, the Manchester

- University Honor Code, and the Doctor of Physical Therapy Code of Professional Conduct (more information found in Sections 1 and 2 of this Doctor of Physical Therapy Student Handbook). Conduct is evaluated by the DPT Program Director and other designated core faculty members at the discretion of the DPT Program Director before probationary status is removed.

#### 4.6. LEAVE OF ABSENCE

**Leave of Absence:** Manchester University permits students to interrupt their studies when appropriate. If granted, a leave of absence allows a student to continue under the requirements in effect when he/she was initially admitted. A student who wants to interrupt their studies at the University for a temporary period may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence for a maximum of 12 months. A degree candidate who is granted a leave of absence does not need to be readmitted to the University upon returning to their program of study.

A student must meet the following requirements to be eligible for a leave of absence:

- Be a degree seeking undergraduate or graduate or professional student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be in good academic standing, on probation, or on continuing probation with his/her college
- Have no holds (i.e. disciplinary or financial) which would restrict registration
- Submit a formal written and signed Leave of Absence application form, which specifies the reason for the student's leave.

#### 4.7. ACADEMIC PROBATION AND DISMISSAL

##### Academic Probation

A student will be placed on academic probation if their cumulative GPA falls below a 3.0. The student will return to academic good standing when the cumulative GPA is no longer below a 3.0.

##### Suspension and Dismissal from the Physical Therapy Program

**Suspension:** A suspended student is removed from the Physical Therapy Program for a length of time. During this time, they cannot graduate or progress toward earning a degree at the Program. Suspended students are not automatically readmitted to the Physical Therapy Program. They may apply for readmission to the Program based on the criteria delineated in their suspension. If readmitted, the student's prior course credits count towards progression in the program.

**Dismissal:** A student will be academically dismissed under any of these conditions:

- Earning a grade below a C in any course graded A through F
- Earning a grade of NP in any course graded P/NP
- Earning a semester GPA below 3.0 twice
- Attaining a cumulative GPA below 3.0 for three consecutive semesters

A dismissed student is removed from the Physical Therapy Program. The student may reapply for admission as any other eligible student and may or may not be readmitted to the Physical Therapy Program. If readmitted, the student's prior course credits do not count towards progression in the program.

These actions will be communicated to students at the end of each semester. The program director will also present a semester-end report to the faculty showing the number of students in each category at the end of each semester.

## **Academic Grievance Policy**

The Academic Grievance Policy pertains only to cases in which a student believes the final course grade has been assigned in a capricious or unfair manner. Grievances unrelated to academic performance may be brought directly to the Office of Academic Affairs.

### ***Academic Grievance Procedures***

1. The student and the instructor should discuss the student's grievance and make every effort to reach a satisfactory solution. A mutually agreed upon third party may be invited to observe the meeting.
2. If an agreement cannot be reached, the student will bring the issue to the program director. Final course grade grievance must be brought before the department chair no later than five days after the posting of semester grades.
  - a. The program director will request a detailed written summary from each party.
  - b. The program director will inform the college dean and the associate dean of academic of affairs of the grievance.
  - c. The program director will meet with both parties together, listen to their concerns and attempt to resolve the grievance.
  - d. If an agreement is reached, the program director will inform the college dean and the associate dean of academic affairs of the result in writing. The written summaries will be forwarded to the Office of Academic Affairs (see a. above).

Exception: If the involved instructor is the department chair, the dean of the college will hear the concerns and attempt to resolve the grievance. If the involved instructor is the college dean, the associate dean of academic affairs will take the lead in attempting to resolve the grievance.

3. If an agreement cannot be reached through the program director or college dean, the student may initiate the formal grievance procedure.
  - a. The student will obtain an Academic Grievance form from the Office of Academic Affairs.
  - b. The completed form will be forwarded by the student to the Office of Academic Affairs.
  - c. The Academic Standards Committee (or its designated representative) will review the grievance only if procedures 1 & 2 have been completed. The written summaries initially provided to the department chair can be used by the Academic Standards Committee and/or the committee may wish to interview both parties individually.

## **4.8. DEFINITION OF A SEMESTER HOUR OF CREDIT**

Manchester guidelines for defining the approximate amount of work required for one semester hour of credit is as follows: For a course composed of classroom instruction, a semester hour of credit would normally involve 14 to 15 meeting times each semester with each lecture class meeting for 50 minutes. For one credit of a laboratory course the student should have three to four hours of laboratory instruction each week of the semester.

For each hour of classroom instruction, the student is expected to do two hours of preparation. Therefore, a typical three-semester-hour credit course over a semester would include 43 to 44 hours of class meetings and 86 to 88 hours of student work out of the classroom.

## **4.9. ADVANCED PLACEMENT AND TRANSFER OF CREDIT**

All courses required for the Doctor of Physical Therapy degree, both didactic and clinical, must be completed within the Manchester University Doctor of Physical Therapy Program. The Manchester University Doctor of Physical Therapy Program does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution to count for Doctor of Physical Therapy Program courses.

#### 4.10. GRADUATION REQUIREMENTS

For a student to graduate from the Doctor of Physical Therapy program, the student must be in good academic and professional standing, have had satisfactory progress in all semesters of the academic program, and satisfactorily complete the following:

1. Passed and completed all Didactic courses with a grade of C or better.
2. Passed and completed all Clinical Education courses with a grade of P.
3. Passed and completed all Professional Competencies courses as outlined in the syllabi.
4. Passed the Professional Competencies 3 course examination at or above the set score outlined in the syllabi.
5. Have a cumulative GPA of a 3.0 in the DPT program.

#### 4.11. PHYSICAL THERAPIST LICENSURE

Licensure as a Physical Therapist is regulated by the Federation of State Boards of Physical Therapy, while individual states are typically overseen by a State Board of Physical Therapy. All 50 states require graduation from a CAPTE accredited program as well as passing the National Physical Therapy Examination (NPTE) to obtain a license and practice as a Physical Therapist. The Manchester Doctor of Physical Therapy Program aims to prepare graduates to sit for the NPTE. Some states have unique licensure requirements. For example, a jurisprudence exam is required in some states to test the graduate's knowledge of state laws, rules, and practice acts that govern physical therapy practice. Some require satisfactory background checks. These unique requirements are not associated with preparation in the Manchester University Doctor of Physical Therapy program. The following link provides contact information for individual state licensing authorities: <https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>

1. National Physical Therapist Examination:
  - a. To be licensed as a physical therapist, the graduate must pass the National Physical Therapist Examination (NPTE). The Federation of State Boards of Physical Therapy (FSBPT) administers this examination and publishes data regarding pass rates.
  - b. According to the FSBPT website (<http://www.fsbpt.org/>), the purpose of the NPTE is to assess basic entry-level competence after graduation from an accredited DPT Program. The FSBPT develops, maintains, and administers the NPTE to help ensure that only those individuals who have the requisite knowledge of physical therapy are licensed in the physical therapy field.
  - c. Passing scores established for the NPTE reflect the level of performance required to provide minimally safe and competent physical therapy services by physical therapists and physical therapist assistants. Individuals scoring at or above the passing score have met the performance standard and are eligible for licensure.
2. Jurisprudence Examination: A jurisprudence exam is required in many states to test the graduate's knowledge of state laws, rules, and the practice act that governs physical therapy practice.
3. Graduates of the DPT Program are encouraged to take state and nationally-recognized licensing examinations as soon after graduation as possible. Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained on the FSBPT website.

#### 4.12. CAREER OPPORTUNITIES

Licensure as a Physical Therapist is required to practice as a physical therapist. Thus, successfully passing the National Physical Therapist Examination (NPTE). Each state will have additional requirements for initial licensure and continued licensure in their state. It is important that the student/graduate look at these before starting the DPT Program and before they graduate to ensure that they will have a seamless and successful transition from student to physical therapist.

Per the U.S. Bureau of Labor Statistics (<https://www.bls.gov/ooh/healthcare/physical-therapists.htm> ) work environments, job outlooks, and pay in different states and practice areas can vary. Various websites (<https://www.bls.gov/oes/current/oes291123.htm#st>) can provide individuals with information about some of these differences. While projections from the U.S. Bureau of Labor Statistics have stronger than average projections for the profession, many variables could affect job availability in the future. Such that jobs may be available, but not in the location or area of practice that you want. This may require individuals to move or drive distances to find employment. Additionally, new graduates in some situations will not be as sought after as seasoned therapists.

Searching for employment can indeed be overwhelming. While the DPT Program doesn't provide specific recommendations due to the constantly evolving job landscape, there are some common approaches. Many individuals explore employment opportunities through their state chapter of the American Physical Therapy Association (APTA) or directly on the APTA's job posting board. Utilizing Job Board Feed Aggregation services can be beneficial, allowing individuals to search multiple job posting sites simultaneously. However, it's important to be cautious, as some services may display outdated job postings. Additionally, checking the employment sections on the websites of specific employers you're interested in is crucial, as many organizations post job opportunities on their sites before making them available on national platforms. This comprehensive approach increases the chances of finding suitable and up-to-date job listings.

## SECTION 5: DOCTOR OF PHYSICAL THERAPY PROGRAM STUDENT SERVICES

### 5.1. STUDENT SUPPORT SERVICES'

The Doctor of Physical Therapy Program is committed to providing our students with an outstanding educational experience that fully prepares them for physical therapy practice. The Doctor of Physical Therapy Program is assisted and supported in this effort by the Manchester University Student Services Department. Manchester University is committed to providing services that meet the needs of students. The majority of the services can be accessed in the Student Life FW room 105. The following is a list of services provided to all Manchester University students.

#### ADVISING

Manchester University developed a dual advising model to better meet the needs of our student population. In this model, students have access to an academic advisor or faculty mentor in their academic major and a success advisor through the Office of Student Life.

Advisors use Spartan Success to help students be successful in their courses and connect students with important campus resources.

Students can use Spartan Success to

- Schedule appointments with advisors for advising sessions and instructors for office hours.
- Ask for additional help using the “I Need Help” feature.
- Take action if you receive a flag and/or referral.

#### Success Advisor

Success advisors offer complementary advising services to students throughout their academic career. Success advisors work with students to understand their strengths and challenges and leverage the right support as needed. Success advisors help students increase self-awareness, improve the learning experience, and focus on the development of skills that will serve them throughout their career and in life. In addition to making sure students are aware of various resources and know how to engage with them effectively, Success advisors often focus on building student motivation and willingness to ask for help.

Success advisors provide deliberate, structured interventions to students at critical moments to enhance student motivation and success. By monitoring students' progression through courses alongside building personal relationships, a success advisor has a holistic view of how a student is doing. They work in conjunction with faculty to ensure student success.

#### Academic Advisor or Faculty Mentor

Academic advising is an integral part of any educational process. Academic counseling takes on an even greater significance in the Doctor of Physical Therapy Program given the accelerated curriculum.

The Program will assign each student a faculty mentor and a success advisor before program orientation. Faculty mentors meet with their respective students, either in a group or individual setting, during program orientation. Expectations for this initial session include introductions, completion of the student's initial self- assessment, and an overview of the Program's mentoring program.

Faculty mentors meet individually with each student during the 2<sup>nd</sup> and 6<sup>th</sup> week of the first academic semester. Thereafter, coaching sessions occur once per term at a minimum. Coaching sessions may be conducted in person or using

video conferencing technology (i.e., Teams/Zoom). Students are encouraged to communicate more frequently with their coach using phone calls and email exchanges.

Formal student counseling is documented and saved to the student records system and if necessary, the student's electronic academic record. These electronic records are maintained within secure Manchester University servers.

Success advising is through student life and uses starfish as a platform to monitor grades and to raise flags for concerns. These flags can be raised by the student, faculty, mentors, or advisors. These flags will notify both the success advisor and the faculty mentor of potential concerns. This system is designed to help communicate and provide services to the student.

Moreover, faculty members will maintain regular office hours throughout the week, providing dedicated time for students to engage in discussions. While there may be additional opportunities for appointments outside of these office hours, such availability could be constrained by other commitments. Nonetheless, students are strongly encouraged to actively seek assistance. Embracing the philosophy, "If you are looking for me (us), it is a positive sign. If I (we) are looking for you, it is likely a concerning situation," is a valuable mantra to adopt.

As educators, we want to create a safe and supportive learning environment for all students. It's important to note that we are mandated reporters, which means if we become aware of any information that indicates a student's safety or well-being may be at risk, we are obligated to report it to the appropriate authorities. However, we also understand the importance of confidentiality, and we will make every effort to handle information discreetly if it does not pose a risk to the student's safety. Our commitment is to balance the responsibility of ensuring a secure environment with respecting the privacy of our students whenever possible.

### **COUNSELING**

Students may face many personal challenges during their undergraduate, graduate, and professional years of study. The University recognizes this and provides free, confidential counseling services for all enrolled students, typically up to eight sessions per semester. Counseling is generally provided when classes are in session, which could include fall, January, spring, and summer sessions. Students must be actively enrolled in a class or internship in order to participate in counseling. Counselors are available by appointment for individual, couples or group counseling. The counselor will provide short term counseling or can refer the student to an appropriate resource in the area as needed. Any services not provided through the University are at the student's expense.

### **Student Mental Health Evaluation**

Manchester University is committed to protecting its community members from the risk of physical harm and preserving the integrity of its learning environment. Requiring a student to complete a mental health evaluation may be necessary to protect the safety of the student and others. Separation of a student from the University (residential living and/or academic participation) may also be necessary if there is sufficient evidence that the student is engaging in or is likely to engage in behavior that either poses a danger of harm to self or others, or disrupts the learning environment of others and the student is unwilling or unable to assure their own safety or that of others. The University reserves the right to notify a student's designated emergency contact regarding the issues of concern motivating the request for an evaluation. This may include if the student poses a threat of harm to themselves or others. The final determination by the University regarding the student's standing at the University may also be communicated to the emergency contact.

### **DISABILITY SERVICES**

In compliance with Section 504 of the Rehabilitation Act and the ADDAA, Disability Support Services provides support services to students with documented disabilities to give them equal access to academic programs and participation in the total Manchester experience. If a student has a recognized physical, learning, sensory or psychological disability or medical impairment, they can access tools and resources to help them succeed academically and personally at Manchester.

The disability support coordinator within the Academic Support department oversees the process which includes reasonable accommodation, student consultations, and promotion of self-advocacy skills. In addition, the administrative assistant for the office of academic & student affairs will coordinate exam proctoring.

Manchester University provides students who have documented disabilities with services necessary to give them equal access to academic programs and participation in the total Manchester experience. It is the student's responsibility to self-disclose their disability to the director of disability services.

### **STUDENT FINANCIAL SERVICES**

Student Accounts Students are responsible to make payment by August 1 for fall semester and January 1 for spring semester. Unpaid tuition may result in the student being removed from classes, and/or a hold being placed on a meal plan, network access and/or course registration. Student payment policies are available at <https://www.manchester.edu/about-manchester/office-directory/student-financial-services/onlinetuition-and-feepayments/student-payment-policies> Financial Aid To apply for student financial aid, students and parents must file the Free Application for Federal Student Aid (FAFSA) annually. To file online go to [www.studentaid.gov](http://www.studentaid.gov). Indiana residents must have a receipt date between October 1 and April 15 to be considered for Indiana state grant eligibility. Additional information regarding scholarships, grants and loans is available at <https://www.manchester.edu/aboutmanchester/office-directory/student-financial-services>

### **FOOD SERVICES**

Vending machines available in student lounge.

### **FOOD PANTRY AND CLOTHING CLOSET**

The Manchester University Fort Wayne campus offers a Food Pantry and Clothing Closet to support currently enrolled students. This resource provides free food, personal hygiene necessities, and clothing for students struggling with expenses beyond tuition, room, and board. Students can select items from a regularly restocked inventory, typically choosing up to 7-8 items at a time. The pantry offers various canned goods, dried foods, toiletries, hygiene products, and some articles of clothing.

### **HEALTH SERVICES**

Health Services exists to enhance health, safety and wellness of students by providing compassionate and quality health care services. Health Services in North Manchester is staffed part-time by a registered nurse.

### **CAMPUS SAFETY / PARKVIEW SAFETY**

In the event of a medical emergency, call 911. For non-emergent issues you can call Parkview Police and Public safety at 260-266-1800 or University Safety (North Manchester) at 260-982-5999.

Use the Report It! button on the website to pass on information you want safety to have. You can also email [FWUniversitySafety@manchester.edu](mailto:FWUniversitySafety@manchester.edu) and an officer will respond as soon as they are able.

We do our best to have a safety officer at the front desk. There may be times this is not possible due to staffing issues. University Safety may not always be able to assist with your concerns, but we have many resources that we can refer you to who can. We are here to help.

Remember to always have your MU ID card with you to swipe to gain entry. If you have misplaced yours, please click [here](#) to submit for a new one.

Don't allow someone to enter the building with you without swiping their card first. We know this can be awkward and holding the door might be polite, but every card needs a swipe. If it is a delivery person or a non-MU community member, they can use the doorbell to obtain access.

### **INFORMATION TECHNOLOGY SERVICES (ITS)**

Manchester University maintains computer labs across campus. Faculty, staff, and students may access these public computers with their officially provided network account. All users are required to adhere to all relevant campus technology policies. These policies can be found online in the campus portal, ChetNet. Students found violating technology policies may have access to technology resources revoked and be subject to disciplinary action, up to and including termination of enrollment. Students may attach their personal computers to the campus's network. Students must still adhere to campus policies when using their own computers. ITS provides limited support to student owned equipment. Students may contact the ITS Help Desk for technical assistance.

### **PRINTING@MU**

Printing@MU is a campus-wide printing and copying system designed to reduce printing waste and provide an equitable distribution of resources. Multifunctional machines are placed throughout campus and in most computer labs. Students may print from any computer lab via the Printing@MU system to any printer that has an ID card terminal attached. Students are allotted printing money on a per semester basis to benefit their studies. Unused printing money will transfer into following semesters up to the allotted cap. For additional printing, students may also add funds to their Printing@MU account.

### **TUTORING/STUDY SKILLS**

The University provides a variety of free services to assist students academically. Peer tutoring is available for specific content areas. Peer tutors provide academic support at course specific study tables at scheduled times throughout the week. Trained peer writing consultants are available to provide friendly, constructive feedback. The Success Center's professional staff provides personalized academic coaching for individual students. Academic success workshops on goal setting, test taking strategies, time management, reading comprehension strategies, and note taking may also be offered for students.

### **CAREER AND PROFESSIONAL DEVELOPMENT**

The mission of The Office of Career and Professional Development is to help individuals learn strategies to explore, evaluate, and implement career goals that reflect their life values. Resume development, job correspondence, interview techniques, and networking are frequent topics. A web-based job listing platform, Spartan Jobs, is available for students seeking on-campus, and part time or full-time employment.

## **5.2. CLASS REPRESENTATIVES**

Each student cohort will elect a President, a Vice President, and a Secretary/Treasurer, and other representatives to assist with the Doctor of Physical Therapy program needs, including the Curriculum Committee. Other student positions related to graduation, social media, or other program needs may be implemented on an as-needed basis. a.

Duties of the Class President may include:

- i. Serve as a liaison between the class and the Doctor of Physical Therapy administration and faculty.
- ii. Periodic meetings with the Doctor of Physical Therapy Program Director and/or other Doctor of Physical Therapy administrative faculty.
- iii. Solicit feedback from the class pertaining to the Doctor of Physical Therapy program curriculum, operations, student services, etc. Provide pertinent feedback to the DPT Program Director and faculty (anonymous if desired) as a means for program assessment and improvement.
- iv. Provide the class with periodic updates as provided by the Doctor of Physical Therapy administration

- and faculty.
- v. Organize elections for class leaders to Doctor of Physical Therapy program committees as a need is determined.
- b. Duties of the Vice President may include:
    - i. Assist the President as requested or needed.
  - c. Duties of the Secretary/ Treasurer:
    - i. Take detailed notes from faculty/student meetings.
    - ii. Assist President as requested.
  - d. Student Representative to the Curriculum Committee
    - i. There is one student liaison from each cohort who is only present at the semester review curriculum committee meetings.
      - Incoming students in Term 1 are provided with the actions of the student liaison to this committee.
      - Students interested in the position are asked to notify the DPT Program Director or designated faculty member.
      - Students will be chosen by the selection committee which includes the DPT Program Director, Director of Curriculum (as appropriate), and the coaches of the students who apply. The student selected for this role will be notified in week 14 after grades are posted.
    - ii. The role of the student representative to the curriculum committee is to act as the liaison between the committee and the student body.
    - iii. The representative will be invited to attend semester review meetings and will be an active participant in the discussion and consideration of issues discussed by the committee.
    - iv. The student representative will be responsible for presenting student interests in all matters related to the curriculum at formal meetings as well as informally throughout each academic term.
    - v. The student representative will not vote on proposals in the Curriculum Committee and may or may not be present for all parts of the semester curriculum review meeting.

### **5.3. STUDENT IDENTIFICATION CARD**

At or before the first day of classes in Term 1, every student will receive an identification card (ID Card) with their photograph and student identification number. The student will receive detailed instructions through the online student portal when onboarding through the office of graduate admissions.

Identification cards are necessary to access meal plan and flex dollars at on campus food service locations, access materials at Funderburg Library, use of University printers and to attend most campus activities. ID cards may also be used to log time worked for student payroll. ID cards contain proximity access to labs, other buildings and secured locations. Students are expected to carry their current and valid ID card with them and to produce it when asked by University officials.

### **5.4. LIBRARY RESOURCES**

The library provides print and electronic resources to support the University curriculum, consultation and interlibrary loan services to aid research and instruction in the discovery and use of information sources. Library services are available on site, as well as online through the Funderburg Library website ([www.manchester.edu/Library](http://www.manchester.edu/Library))

The Health Sciences and Pharmacy Resource Center on the Fort Wayne campus provides a print and electronic library collection that students may use. Students will be able to use the electronic collection within the main library website

and will also have access to a designated page <https://libguides.manchester.edu/physicaltherapy> specifically for the program coursework.

### 5.5. EMAIL POLICY

Email is an **official communication mechanism** in the Manchester University Doctor of Physical Therapy Program. The Manchester University ITS Department issues an email account to each student. All students are required to obtain, maintain, and **check daily** their official Manchester University email address. DPT faculty, staff, and students use email and mailing lists to communicate important information. Course updates and announcements within the LMS are distributed to students through their Manchester University email.

After matriculation, students are required to adhere to the following requirements.

- a. Monitor and maintain the official email address account.
- b. Check email on a regular basis (daily at minimum).
- c. Know and be responsive to requests and deadlines sent through email, as appropriate for the content of the message.
- d. Write messages and communicate using responsible, courteous, and professional language.
- e. Keep the class list names confidential. Do not give this information to outside individuals or organizations.
- f. Avoid exceeding the capacity for email storage on the University server.

### 5.6. Information Technology Services (ITS)

The Manchester University Physical Therapy Program incorporates a great deal of information technology. The Canvas support system can answer any questions relating to the learning management system. The Information Technology Services department supports all computer and network technology for the program. The following is the contact information for these services:

- **Canvas Support**

For assistance with Canvas, please use the Canvas Support System. Email: [canvashelp@manchester.edu](mailto:canvashelp@manchester.edu) Chat: available within Canvas, located in the menu bar Phone: 1-877-227-9487

- **Respondus Lockdown Browser**

This tool is frequently used for quizzes given in Canvas. For more information about Respondus Lockdown Browser, please see [Student Resources and Support](#). Please note that Manchester University has already installed Respondus on your laptop, but you are responsible for making sure the program is up-to-date.

- **ITS Check Out**

Equipment spares are on hand at the Helpdesk. Students can borrow laptops, chargers, privacy screens, network cables, and more. An ID card, or other collateral, must be left at helpdesk while equipment is out.

- **Help Desk Contact Information & Hours**

For assistance with computer software or services provided by Manchester University (including password retrieval), please contact the Information Technology Services (ITS) Help Desk using one of the methods below.

Please note that a request for ITS help can be made at any time (24/7) using the ticket submission system. The link to the ticket submission system is located below, and within every Canvas course. The tickets will be monitored at all times and responded to within 12 hours of the ticket submission during business hours.

		Response Time
Web:	<a href="https://service.manchester.edu">https://service.manchester.edu</a>	
To submit a ticket:	<a href="https://service.manchester.edu/incidents/new.portal">https://service.manchester.edu/incidents/new.portal</a>	Within 12 hours of ticket submission

Email:	helpdesk@manchester.edu	Varies
Phone:	1-260-470-2727	Immediately, if available Hours are Monday-Friday, 8am – 5pm EST

### 5.7. DRUG-FREE CAMPUS POLICY AND DRUG TESTING PROCEDURES

While the position to use or not use alcohol and other drugs is a matter of personal choice, the position of an institution to prohibit such possession and use and to enforce that decision is a right of the institution. Manchester University believes that the unsafe use of alcohol and other drugs is detrimental to the educational environment and objectives of the University, and is, therefore, prohibited in all space unless specifically stated.

Manchester University is committed to providing a drug-free environment. It is widely recognized by health professionals that alcoholic beverages, tobacco and other drugs have a profound effect on the health and behavior, both social and personal, of users. On a college campus, clinical internship, or Doctor of Physical Therapy Program-related activity, alcohol and other drugs invariably interfere with the student’s academic work. And a student’s behavior while under the influence can lead to interpersonal conflicts, violations of civil law, and actions endangering health, life, safety, and property. As such, impaired students can have adverse consequences or risks of consequences to their fellow students, community members and patients that they are seeing/working with in the clinical or academic setting.

NOTE: If a student’s health, academic performance, or continuation at the University appears to be jeopardized by use/abuse of alcohol or other drugs, the University may require an assessment, with the results being made a matter of confidential record. Continued abuse of alcohol or other drugs could result in the University requiring treatment as a condition of enrollment.

#### Reasonable Suspicion Drug and Alcohol Policy and Testing Guidelines

Any time a faculty member or preceptor has “reasonable suspicion” a student is impaired at their rotation site due to drug or alcohol use, the student will be removed from the area and may be required to undergo immediate testing for drug and alcohol use at the student’s expense. Reasonable suspicion is defined to mean that the preceptor or faculty member believes the behavior, speech, body odor, and appearance of a student are indicative of the use of alcohol and drugs. Reasonably suspicious behavior could include conduct that prevents the student from performing the essential functions of his or her role in the clinical activity or that poses a direct threat to the safety of others. Other behaviors that could lead to a reasonable suspicion drug or alcohol test include but are not limited to the odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats of harm to self or others.

#### Drug Testing Procedures:

1. Drug testing will be required whenever the DPT Program Director, faculty member, or designee, suspects, has been made aware of, or has reason to believe that a student might be engaging in the unlawful and/or inappropriate use of a controlled or illegal substance, or the inappropriate use or abuse of a prescription medication, whether on or off campus.
2. The Program Director, or designee, will plan for the student to be tested at a lab or medical facility certified to conduct drug testing at the University’s expense.
3. The Dean, or designee, will determine if the student needs an escort from the University to accompany him or her to the testing site.
4. The Program Director, or designee, will review the test results from the testing site and, if the results are positive confirm that a student has engaged in the unlawful or inappropriate use and/or abuse of a controlled or illegal substance, or inappropriate use or abuse of prescription medication, the DPT Program Director will share

the results with the student's dean/department chair and coach.

5. The appropriate parties (Program Director of the Doctor of Physical Therapy and faculty coach) will then follow normal disciplinary procedures and take appropriate action up to and including dismissal from the University.
6. If the student wishes to appeal the disciplinary action taken, the appeal procedures outlined in this document will be followed. University officials may also refer violators to local, state, or federal law enforcement agencies.
7. A student who refuses to submit for drug testing refuses to authorize the release of test results to the University, or tampers with a drug test sample will be disciplined up to and including dismissal from the University.

#### **Results:**

1. Refusal to Test:

If a student fails to produce the requested sample at the date and time designated, the student will be treated as if the test result were positive (see #3 below).

2. Negative Test Result:

If the drug or alcohol test is negative, no action will be taken, and the student will be allowed to participate in all clinical activities and allowed to make up any missed assignments.

3. Positive Test Result:

The student will be removed from the courses in the term/internship and may earn a grade of NP for the internship or F for the course(s). The student will be encouraged to self-report the screen to the appropriate Boards of Physical Therapy and the University Academic and Conduct Committee. A member of OEE will also report the incident to the Indiana Board of Physical Therapy and the University's Academic and Conduct Committee. The student will not be able to return to rotations until cleared by the Academic and Conduct Committee.

### **5.8. CRIMINAL BACKGROUND CHECKS, REGISTRY CHECKS, and DRUG TESTING**

#### **Criminal Background Checks**

Individuals working in health care facilities often must consent to and be cleared to work through criminal background investigations, registry checks, and/or drug screenings. Additionally, this is a common policy/requirement for physical therapy licensing boards and many corporate and individual physical therapy clinics.

Criminal background checks are mandatory to enhance the health and safety of patients, students, faculty, and staff in the academic and clinical environments, and to adhere to applicable healthcare regulations. Once a student has been offered a seat within the Doctor of Physical Therapy Program and has submitted their deposit and matriculation information, they must obtain their criminal background check. The offer of admission is conditional upon results and review of the background check. Information on how to access the Doctor of Physical Therapy Program-sanctioned criminal background check vendor site will be provided before matriculation.

The criminal background check is a mandatory component of the DPT Program. If the student does not submit for the background check or it is not completed by the DPT Program-provided deadline, their seat in the DPT Program will be relinquished and offered to another student. Once completed, the criminal background check report is issued directly to the student, and a designated Doctor of Physical Therapy program administrator and will be stored electronically with the Manchester University-approved background check vendor. The program administration reviews all Doctor of Physical Therapy Program student background checks.

Final acceptance into the DPT Program is contingent upon a successful criminal background check and clearance. The University and the Doctor of Physical Therapy Program retains the right to decline a student's admittance or continuance in the DPT Program for criminal activity found in any background check that may preclude training, certification and/or licensing of the student. Following the initial background check, students are required to provide certification relating to any convictions, guilty pleas, or no contest pleas to any criminal offense, other than traffic violations annually. While

enrolled, repeat background checks may be conducted as requested by a clinical facility. If the student does not submit for the background check in a timely manner, the student will not be permitted to attend the clinical experience and will be administratively withdrawn from the DPT Program. Students should be aware that based on certain criminal convictions, clinical affiliates may not accept a student for a clinical experience or may rescind a previous acceptance. In such an event, and depending on the circumstances, the student may be unable to complete a required clinical experience and consequently meet the DPT Program curriculum requirements. Students who are unable to complete the Doctor of Physical Therapy Program curriculum requirements are subject to dismissal from the Doctor of Physical Therapy Program.

Students should be aware that a prior criminal background could restrict their ability to obtain professional state licensure. Acceptance into the Doctor of Physical Therapy Program and successful completion does not imply or guarantee that a student will be able to obtain such licensure upon graduation.

Prospective students who are concerned about a criminal conviction are urged to contact the relevant state and/or federal agency to inquire whether their criminal record may adversely affect the issuance of the credentials needed to practice as a physical therapist.

Some practice sites may require additional background checks and/or drug screens, and it is the student's responsibility to comply with such requirements. The OEE will maintain records of such requirements in the CORE ELMS software.

Information obtained in background checks may inhibit students from starting or completing experiential rotations and may have ramifications for student progression in the program.

The University cannot guarantee that students with misdemeanor or felony convictions will be able to successfully complete the DPT Program. Students with such convictions may incur additional costs in order to travel to sites that may allow them to complete their experiential rotations.

### **Drug Screening**

Hospitals, clinics, or other facilities utilized by the Doctor of Physical Therapy Program as clinical education sites may require students to undergo a drug screen before the start date of the clinical rotation. The cost of drug screening will be the responsibility of the student. If a student is unable to provide a negative drug screen to the satisfaction of clinical sites due to lawfully prescribed medications or physiological makeup, the student may be unable to complete a required clinical experience and consequently the DPT Program curriculum requirements. Students who are unable to complete the Doctor of Physical Therapy Program curriculum requirements are subject to dismissal from the Doctor of Physical Therapy Program.

### **Drug Test Panel and Procedures**

The 10 Panel – Certified Drug Test – Urine tests for the following drugs:

- Amphetamines
- Cocaine Metabolites
- Marijuana Metabolites
- Opiates
- Phencyclidine
- Barbiturates
- Benzodiazepines
- Methadone
- Propoxyphene
- MDMA/Ecstasy

Please do not drink coffee or too many fluids prior to the lab visit. If the results are negative dilute, the student will be required to complete a second drug screen at the student's expense.

If the initial drug screen is reported as positive/non-negative, the student will receive a call from the vendor's medical review officer (MRO). The MRO will request that the student submit documentation that would support a legitimate medical reason for the positive test. If the student is taking any form of prescription medicine, it is wise for the student to proactively obtain proof from their physician to be provided to the MRO when contacted. This will speed up the process of reporting drug test results.

If a student believes the MRO review results to be inaccurate, then they must notify the Director of Experiential Education, and a retest will be arranged at the student's expense.

### **Additional Requirements**

Some states, jurisdictions, and/or clinical sites may have other specific requirements according to state law or terms of their clinical site affiliation contracts. Please see the Doctor of Physical Therapy Program Clinical Education Handbook or the clinical education records system for more information.

## **5.9. POTENTIAL HEALTH RISKS TO STUDENTS**

Students are subject to known and unknown health risks during the DPT Program.

- During clinical experiences and internships, and other activities provided with community members, the general public, or patients within the community, students will be exposed to patients with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and injury/illness risks associated with the work environment.
- During lab sessions, practice sessions, and practical examinations, students will alternate in roleplaying the physical therapist and the patient in clinical scenarios. As a patient, students will be exposed to physical therapy interventions and procedures delivered by fellow students. These include but are not limited to, physical agents such as ultrasound and electrical stimulation, therapeutic exercise, spinal and extremity joint manipulation, and other hands-on assessment and treatment techniques per specific course requirements.

The Doctor of Physical Therapy Program will make every effort to protect the safety and interests of the student. Basic instruction in prevention procedures such as universal precautions and in the application of reasonable and prudent personal habits is provided. Additionally, faculty will provide instruction regarding the indications, contraindications, and precautions for physical therapy interventions and their associated risk. Instruction will emphasize the safe and effective delivery of these interventions to fellow students and patients. Basic instruction is designed to limit unnecessary exposure and risk and constitute a measure of safety for students and patients. Ultimately, it is the student's responsibility to apply these safety procedures and to take appropriate steps to protect their fellow students and themselves. Students are responsible for self-identifying when lab procedures performed on them may be contraindicated due to a personal medical condition.

As a condition of enrollment in the DPT Program, students are required by Manchester University to show proof of health insurance and completion and submission of immunizations and laboratory testing. These will need to be uploaded to CORE. Further, students are expected to abide by the University's policies regarding risk exposure management. Students are responsible for costs associated with any necessary emergency services.

In the event of an accident resulting in student injury or illness, the student should immediately notify their academic or clinical faculty as soon as possible. The student and faculty will follow established facility policies for proper incident reporting and documentation. Students must provide evidence of personal health insurance. Any expenses related to

illnesses or injuries occurring during a clinical rotation that are not covered by the student's personal health insurance are the responsibility of the student.

Students should exercise situational awareness while on clinical rotations. Please practice the following common-sense measures:

- Leave laptops, iPads, and other valuables at home, unless required at a clinical site.
- Do not carry large amounts of money or credit cards.
- Always watch where you are going. Avoid shortcuts through isolated areas. Be alert to your surroundings. If you still have concerns, call campus or hospital security for an escort. If you see unusual activity or someone loitering, call security immediately.
- Park in well-lit areas and do not walk alone to/from parking areas at night. Use the escorts/shuttles provided by the hospitals.

#### **5.10. MEDICAL CONDITIONS, INCLUDING PREGNANCY**

Immediately upon medical confirmation, any medical condition that may impact the ability of a student to safely and fully participate in the educational experience should be reported to the student's Success Advisor, DCE, and/or the DPT Program Director. This will allow the planning of a learning experience that will ensure maximum safety for all concerned. Any condition that impairs a student from being able to meet the requirements of the clinical education course may result in a delay in progression in the DPT Program.

#### **5.11. HEALTH INSURANCE/SERVICES**

Students are responsible for purchasing and maintaining health insurance coverage during their entire tenure in the Program. Students must provide verification of personal health insurance to the Doctor of Physical Therapy Program upon matriculation to be kept on file.

All clinical experiences/internships require health and immunization information to be provided to clinical facilities before the clinical rotation. Students should also have a copy of the form on their person the first day of the rotation. Please note that students without health insurance cannot be permitted to participate in patient contact activities both in the didactic and clinical phase and therefore cannot successfully complete the DPT Program.

Manchester University healthcare-associated faculty are generally unable to provide direct healthcare services to students, except in emergency situations. For life-threatening emergencies, always call 911. For non-life-threatening medical emergencies occurring on campus, students can seek care at various local facilities. *Please note: This list is not exhaustive, and Manchester University does not endorse any specific facility, nor does it guarantee the quality or pricing of their services, which may change.* Students are responsible for verifying their insurance coverage with any external facility and for all associated costs.

- Emergency Care Facilities

Parkview Regional Medical Center Emergency Room  
11109 Parkview Plaza Dr, Fort Wayne, In 46845

Dupont Hospital - Emergency Room  
2520 E Dupont Rd, Fort Wayne, IN 46825

- Urgent Care Facilities

IU Health Primary Care  
10215 Auburn Park Drive, Fort Wayne, IN 46825

IU Health Urgent Care Fort Wayne – North  
9821 Lima Rd Ste 103, Fort Wayne, IN 46818

## 5.12. IMMUNIZATION AND HEALTH REQUIREMENTS

- Students who choose not to meet the vaccine requirements of clinical sites will not be able to participate in clinical experiences as a student at those sites. This includes students who have received partial vaccinations but who are not fully immunized at the beginning of a clinical experience. This may seriously impact the ability to progress, graduate on time, or graduate.

Before entering the clinical phase (year 2) of the DPT Program, students must update their immunization and health certificate and provide proof of:

- Updated annual Tuberculosis (TB) testing.
- Influenza vaccine (required annually to be given during influenza season: October through May)
- Current personal health insurance (or equivalent as defined through the Affordable Care Act mandate) throughout the clinical year.
- Current/active BLS (Basic Life Support) certification granted by the American Heart Association. Information about classes offered in your community can be found [here](#).

For more information about immunization for healthcare workers go to: <http://www.cdc.gov/mmwr/>.

The immunization policy is subject to change at any time to comply with Manchester University, clinical site policies, or the CDC guidelines. The Manchester University Doctor of Physical Therapy Program will make every attempt to notify students of these changes in a timely manner.

## 5.13. PROFESSIONAL LIABILITY INSURANCE

All members of the faculty-student-clinical faculty team must be mutually indemnified. Students enrolled in the DPT Program are, through their enrollment, covered by professional liability insurance in the amount of up to one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate.

## 5.14. TUITION, FEES AND FINANCIAL AID

Estimated program costs, to include tuition and fees, are provided in the Manchester University catalog and posted on the Doctor of Physical Therapy website. The program does its best to maintain up-to-date information on the cost of the DPT Program. However, individual circumstances may raise or lower costs. Factors such as travel, hotel, rental car, flights, clinical education expenses, and healthcare insurance may affect these “extra” or additional costs that the DPT Program can not project with reasonable accuracy and may fluctuate depending on time or year or supply/demand. It is up to the student to be aware of this before starting the DPT Program and budget for this.

Please see the Manchester University website and/or contact the Manchester University Office of Student Financial Services for additional information regarding tuition, refunds, the financial aid process, or any other matters concerning tuition, fees, or financial aid. [Doctor of Physical Therapy Tuition and Fees](#)

## 5.15. FINANCIAL FACT SHEET

Manchester University Doctor of Physical Therapy Program Financial Fact Sheet 2025/2026 [dpt-compliance-for-sfs.pdf](#)  
**Accreditation Required Form**

**MANCHESTER UNIVERSITY**  
**Doctor of Physical Therapy Program Financial Fact Sheet**  
**2025**

The data applies to students experiencing the program between Jan. 1, 2025 – Dec. 31, 2025.

Length of Program which includes all student instruction/interaction (including classroom, laboratory, exams, and clinical education). Include the total number of weeks where either full or partial attendance is required.

Length of Program in Weeks excluding breaks: 113  
 Length of Program in Weeks including breaks: 134

**Clinical Education**

Does this program have a requirement for all students to complete at least one clinical education experience for which the students would be required to seek alternative housing or travel accommodations to attend  X  Yes  No

Note: Students are responsible for costs associated with housing, travel and food during clinical education. Programs should add any additional comments about clinical education here.

*Clinical Internship (3) may be outside of a drivable distance from campus and may require temporary housing, which is the responsibility of the student.*

**Student Costs**

Note: These are costs experienced by students enrolled in the program between Jan. 1, 2024 – Dec. 31, 2024. Annual costs are estimates and may be subject to increases. Students should contact the program for further information related to costs.

**Note: Annual costs are estimates and may be subject to increases. Students should contact the program for further information related to costs.**

	Year 1	Year 2	Year 3	Year 4	Total
Annual Tuition Public Institution, In-state Student:	-	-	-	-	-
Annual Tuition Public Institution, Out-of-state student:	-	-	-	-	-
Annual Tuition Private Institution Student:	\$40,850	\$35,150	\$24,700	-	\$100,700
Annual institutional fees for a full-time student [Includes general institutional fees, i.e., health insurance, recreation, etc.]	\$2,150	\$1,900	\$1,300	-	\$5,350
Total expected cost of other program- related expenses [Includes: required texts, laboratory fees, and other program costs for the entire technical program.]	\$500	\$500	\$500	-	\$1,500
Total Cost of the Program [Includes: tuition, fees, other program costs for the entire program.]	\$43,500	\$37,550	\$26,500	-	\$107,550

Note: Students are encouraged to explore the cost of living for areas where they may choose to live. One possible website: <https://livingwage.mit.edu/>

Does the institution offer financial assistance specific to DPT students?   Yes  X  No

Does the program/institution offer scholarships specific to DPT students?   Yes  X  No Does

the program offer graduate assistantships specific to DPT students?   Yes  X  No

Note: Other opportunities may exist at the institution for FINANCIAL SUPPORT-please contact the program for further information.

**APTA student members are encouraged to visit the APTA Financial Solutions Center at <https://www.apta.org/yourcareer/financial-solutions-center>.**

## **Student Debt Summary**

(Programs with less than 10 graduates in calendar year 2025 are not required to complete this section)

Average student debt from the DPT Program for students who graduated or will graduate between Jan. 1 – Dec. 31, 2025. **NA**

Average total student debt after completing the DPT Program for students who graduated or will graduate between Jan. 1 – Dec. 31, 2025. Include all student loan debt. **NA – No students have yet graduated.**

### **5.16. Refund Tuition/Fees**

In the case of official withdrawal from the university, a refund, less a withdrawal charge, is made according to the following schedules:

Fall and/or spring semester refund schedule

- Withdrawal before the official start of the semester: 100 percent refund
- Withdrawal during the first and second weeks of the semester: 75 percent refund
- Withdrawal during the third and fourth weeks of the semester: 50 percent refund
- Withdrawal during the fifth and sixth weeks of the semester: 25 percent refund
- Withdrawal after the sixth week of the semester: No refund

### **5.17. Return of Title IV Funds – Graduate and Professional Programs:**

Students who receive Title IV aid (Direct Loans and Direct PLUS Loans) and completely withdraw from the University are subject to the Return of Title IV Funds calculation, as mandated by the Department of Education. The Return of Title IV Funds calculation is different from the University's refund calculation; therefore, a student who withdraws before completing 60 percent of a payment period may owe the University for charges no longer covered by returned federal aid.

Under the Return of Title IV Funds calculation, the amount of Title IV aid a student has earned is determined by the percentage of days enrolled during a semester. This percentage is determined by dividing the number of days enrolled by the number of calendar days in the semester, including weekends and holidays. The student may retain the amount of aid earned. Any aid not earned will be returned to the appropriate programs. Once the attendance percentage has reached 60 percent, all Title IV aid is considered earned.

The date of a student withdrawal is determined by the University as follows:

- The student began the prescribed official withdrawal process;
- The student otherwise provided the school with official notification of the intent to withdraw; or
- For "unofficial withdrawals," the last date of attendance or the last date of participation in a class as determined by faculty. If no date can be documented, then the midpoint of the semester for which Title IV aid was disbursed will be used.

The federal return of funds policy requires that Title IV funds be returned in the following order: Unsubsidized Federal Direct Loans

Subsidized Federal Direct Loans Federal Direct PLUS Loans

The return of Title IV unearned funds will be completed no later than 45 days after the date of the school's determination the student withdrew.

Post-Withdrawal Disbursement

If Title IV aid has been earned by the student, but not disbursed prior to withdrawal, the student is entitled to a post withdrawal disbursement. Manchester University will request the student's permission prior to disbursing the loan funds to the student's account. A letter will be emailed to the student's personal email address of record within 30 days of the date of determination the student withdrew, requesting that the student provide authorization in writing to disburse the funds. We ask that you respond within 14 days of receiving the letter to inform us if you want to accept the funding. If we do not receive a response, we are not required to make the post-withdrawal disbursement.

#### Payment of Refunds

Refunds are distributed according to the guidelines governing refunds for each source of funds drawn upon to pay educational costs, including any or all Federal Title IV funds.

#### Payment of University Charges

Semester payments are due May 1 for the summer session, July 20 for the fall semester, and December 20 for the spring semester.

Methods of payment accepted include:

- Online Payment Options through the Student Account Center

Students can access the Student Account Center through ChetNet. Parents/others that have been added as an Authorized User can access through the Student Financial Services website [www.manchester.edu/sfs/payments](http://www.manchester.edu/sfs/payments).

- Electronic Check

Make payment online using an e-check. There is no fee for this service.

- Credit or Debit Card

Make a payment online using a Visa, MasterCard, Discover, or American Express card. Please note that a convenience fee of 2.85% or a minimum of \$3.00 (whichever is greater) will be charged by Pay Path for the processing of credit or debit card payments. Manchester University does not receive any portion of this nonrefundable fee.

- Monthly payment option

Manchester University offers Spartan Payment Plans for interest-free, monthly payments. Yearly and semester only plans are available. Student and parents will enroll through the Student Account Center. Full details are available at the Spartan Payment Plans website.

Check or money order payable to Manchester University, mailed to: Manchester University  
Attention Student Financial Services 604 E. College Ave. North Manchester, IN 46962

- In-person payment

Check, cash, or money order payments can be made Monday through Friday, 8 a.m. to 5 p.m. in the Student Financial Services office located in Chinworth suite 103 on the North Manchester Campus.

Students with unpaid balances may lose current enrollment and will not be allowed to register for any subsequent terms. Transcripts and diplomas are withheld from those who have not settled their financial obligations to Manchester University, which may include collection fees, attorney's fees, and court costs. Students are not fully registered, nor will they have the privilege of class attendance or use of University facilities until their charges are paid. A service charge of 1.5 percent or \$30, whichever is greater, may be added to any unpaid balance in the student account as of the last working day of each month.

#### **5.18. MANCHESTER UNIVERSITY DOCTOR OF PHYSICAL THERAPY PROGRAMS OUTCOMES**

Information will be added to the handbook as available but also will be found on the Manchester University Doctor of Physical Therapy Program webpage as it become available.

#### **5.19. PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS**

An integral part of our mission is to develop leaders in physical therapy practice who demonstrate excellence in Heart,

Head, and Hands to address ever-changing societal and community needs. To this end, the Doctor of Physical Therapy is committed to developing future leaders for the physical therapy profession- leaders who understand their obligation for active membership and involvement in physical therapy professional organizations.

All DPT students are required to maintain active membership in the American Physical Therapy Association (APTA) and their respective State Chapters throughout the entirety of the DPT Program. Failure to meet this or any other program requirements may result in dismissal from the DPT Program. These memberships will provide students with numerous opportunities for involvement in local, state, and national physical therapy organizations.

APTA is the national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to many benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (which will be needed for many course assignments) and online access to research resources with many full-text articles that may not be available through the University databases. The student will gain automatic membership in the Student Assembly which functions as a forum for future Physical Therapists and Physical Therapist Assistants. The National Student Conclave also provides the student with access to the latest trends and issues in the profession. Membership applications and information will be given to each student during the DPT Program student orientation. Information may also be found on the Internet at <http://www.APTA.org> or <http://www.apta.org/CurrentStudents/>.

#### **5.20. NONDISCRIMINATION**

Manchester University is committed to non-discrimination in campus life. The University does not discriminate on the basis of national origin, ancestry, race, color, age, sex, gender identity or expression, sexual orientation, familial status, religion, disability or veteran status in admissions or any area of campus life, including its educational programs, scholarships and loan awards, residence life programs, athletic programs, extracurricular programs, promotion and tenure policies and practice, and alumni affairs. Manchester University is committed to carry out the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act, which provide for accessibility of University programs to the physically disabled.

#### **5.21. FERPA RIGHTS AND RELEASE OF EDUCATIONAL RECORDS**

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law designed to protect the privacy of student educational records. It grants eligible students—those currently or formerly enrolled in a postsecondary institution, regardless of age or parental dependency—key rights: the right to inspect and review their educational records, the right to seek amendment of those records, and the right to limit the disclosure of information from them. FERPA applies to all institutions receiving federal funding. "Educational records" are defined as those directly related to a student and maintained by the institution or a party acting on its behalf. Exclusions include sole-possession notes, law enforcement/campus security records, employment papers, health treatment records, and alumni records created after the individual is no longer a student. More information on FERPA can be found at: **FERPA Information**.

For information on how to access or request changes to your student records, please refer to the Student Records Request Form available at **Permission to Release Information**.

#### **5.22. SERVICES FOR STUDENTS WITH DISABILITIES**

Manchester University provides students who have documented disabilities with services necessary to give them equal access to academic programs and participation in the total Manchester experience. Manchester provides academic experiences, physical facilities, and social opportunities promoting a total learning environment and whole person education within the University's academic regulations. Disability Services is housed in the Success Center. Students may also contact 260-982-5888 to reach the office.

#### **5.23. OFFICE HOURS**

Faculty members will maintain regular office hours throughout the week, providing dedicated time for students to

engage in discussions. While there may be additional opportunities for appointments outside of these office hours, such availability could be constrained by other commitments. Nonetheless, students are strongly encouraged to actively seek assistance.

#### **5.24. INFORMED CONSENT**

All persons participating as a “patient” during lab activities will provide informed consent prior to the interventions being performed. During the DPT Program orientation, each student will read and sign the *Student Release, Informed Consent, and Waiver* form, allowing students to utilize each other for the performance of the specified procedures during class activities. Additionally, if outside individual comes in as a guest or as model for the lab, consent and waivers need to be signed, releasing the institution from harm.

Individuals who serve as demonstration or practice subjects for any component of the DPT Program will acknowledge their voluntary participation after being briefed regarding the contraindications, risks, and benefits of the physical therapy procedure to be performed. Any person or patient volunteer who participates in a demonstration or practice session will sign a *Participant Informed Consent* form. In the cases of children or minors (i.e., during pediatric courses), the parent or legal guardian will be informed of the lab procedures before granting consent and will sign the consent form. The course director will be responsible for obtaining consent forms required for demonstration and practice subjects used during online labs or onsite lab immersions. *All participants have the risk-free right to not participate in demonstrations performed in the academic laboratory setting.*

Students will follow local clinic policies and all applicable state or federal regulations regarding patient-informed consent during clinical education experiences. *All patients have the risk-free right to not participate in clinical education.*

#### **5.25. MEDIA RELEASE**

At various times throughout the DPT Program, students will be required to videotape themselves while performing selected examination or treatment procedures on subjects. During academic courses, subjects may be fellow students, family members, or friends willing to support your professional development. The student will obtain the subject’s consent using the *Media Consent Script* to be read and recorded at the beginning of the filming.

Students will follow local clinic policies when filming or photographing patients for clinical education coursework. If no policy exists, students will gain permission from the clinical faculty to use the Manchester University consent form.

## SECTION 6: DOCTOR OF PHYSICAL THERAPY PROGRAM STUDENT CONDUCT STANDARDS AND REGULATIONS

### 6.1. ACADEMIC PARTICIPATION

Active and consistent participation in academic and clinical activities is a cornerstone of professional development in physical therapy education. In our traditional on-campus DPT Program, students are expected to be fully engaged in all components of the curriculum, including classroom instruction, laboratory experiences, and clinical education. The curriculum is designed in a progressive and integrated manner to facilitate the development of knowledge, clinical reasoning, and hands-on skills. Therefore, regular attendance and punctuality are essential.

Students are expected to attend all scheduled classes, labs, and assessments, and to arrive on time and prepared. Participation in collaborative learning activities with peers and faculty is integral to the educational process. Students should not schedule travel or personal appointments during scheduled academic days. Any travel or commitments that conflict with academic obligations must be rescheduled; failure to attend a required activity may result in a zero or further academic consequences.

The following outlines participation expectations across different components of the curriculum:

#### 1. Didactic Coursework

- All in-person lectures, discussions, and classroom activities are mandatory unless otherwise specified by the course instructor. Participation enhances learning and fosters professional behavior.
- If a student must miss a class due to illness or emergency, they are responsible for notifying the instructor in advance and obtaining all missed content and assignments. Absences do not exempt students from meeting course expectations.
- Faculty will provide detailed expectations, including attendance and participation policies, in each course syllabus.

#### 2. Laboratory Sessions

- Lab sessions are designed for the development and practice of psychomotor and clinical reasoning skills and are considered essential to student success.
- Attendance at all scheduled lab sessions is mandatory. Due to the hands-on nature of the content, make-up sessions may not be available, and missed content may result in remediation or academic penalty.
- Students must be dressed appropriately for lab activities, follow all safety protocols, and participate actively in peer-to-peer skill practice.

#### 3. Make-Up Policies

- Students are responsible for all material presented, regardless of attendance. Make-up opportunities, when available, are at the discretion of the course instructor and may require documentation.
- Extended absences or repeated missed sessions may be referred to the DPT Program Director and could impact a student's ability to progress through the DPT Program.

#### 4. Clinical Education

- Full-time participation in clinical education experiences is required. Students must adhere to the clinical schedule assigned by the Clinical Instructor, which may include early mornings, evenings, or weekends.
- Employment during full-time clinical education is not permitted and may interfere with academic obligations. Any conflicts may result in disciplinary action.
- Missed clinical time is difficult to remediate due to the nature of the learning environment and patient care demands. Refer to the Doctor of Physical Therapy Program Clinical Education Handbook for detailed policies regarding clinical attendance and make-up requirements.

#### 5. Open Laboratory and Practice Time

- Outside of scheduled class and lab times, students are encouraged to use open lab hours for additional practice of clinical skills.

- Faculty may offer optional open lab sessions for guided practice. Students are expected to demonstrate professionalism, safety, and responsibility when using lab space outside of class hours.
- During breaks in instruction, students may also review course materials, videos, and recorded demonstrations to reinforce learning.

## **SECTION 7: MANCHESTER UNIVERSITY STUDENT CONDUCT STANDARDS**

The following standards and regulations have been adopted by Manchester University to ensure the safety and wellbeing of the student body and the university facilities. Any student found guilty of an infraction will be accorded due process as explained in the Disciplinary Procedures section of the Manchester University Student Handbook. Infractions may result in legal action at the local, state, and federal level and/or dismissal from the DPT Program.

### **MISCONDUCT POLICY VIOLATIONS**

Policies in this section are provided to define and are designed to create a community in which individuals are treated with respect and in which all share in the responsibility for creating a positive community. The following behaviors are violations of university policies and may be violations of federal, state, and local law. For a full listing of Indiana state laws, please reference the [in.gov](http://www.in.gov) website. Manchester University reserves the right to enforce all policies, procedures, and government directives.

## SECTION 8: DOCTOR OF PHYSICAL THERAPY HONOR CODE

### 8.1. INTRODUCTION

Manchester University Doctor of Physical Therapy students are subject to the Manchester University Academic Honor Code. Specific information can be found in the Manchester University Academic Honor Code section of the Manchester University general student handbook.

The primary purpose of the Manchester University Academic Honor Code (the “Honor Code”) is to promote individual student honor and integrity in the best traditions of higher education. The Honor Code aims to ensure that students understand expectations and responsibilities and agree to conduct all academic activities in compliance with the principles outlined in the Honor Code.

### 8.2. ACADEMIC HONESTY/INTEGRITY POLICY

Manchester University has intentionally developed a learning community that includes Academic Honesty and Integrity as foundational values and expects honesty from faculty and students in all areas, including academic lives.

Manchester University considers dishonest academic conduct by students to include any activity that allows a student to take an unfair advantage of fellow students. The University is expected to uphold the very highest business and personal ethics and embrace opportunities for engaging in honest intellectual inquiry by practicing academic integrity. Academic integrity is the commitment to five fundamental values: Honesty, trust, fairness, respect, and responsibility. The purpose of this policy is to clarify the University’s expectations with regard to student academic behavior and provide examples of academic misconduct. Misconduct is a violation of the Academic Honesty/Integrity Policy, whether intentional or unintentional and includes all forms of academic cheating. Examples of academic dishonesty by students include the following:

- **Cheating:** Distributing or receiving answers or information by any means other than those expressly permitted by an instructor for any academic exercise. Examples include: 1) Copying answers, data, or information for any academic exercise from another student in which the student is not expressly permitted to work jointly with others. 2) Impersonation: Assuming another student’s identity or allowing another person to complete an academic exercise on one’s own behalf. 3) Arranging for another person to serve as a test-taker. 4) Using or attempting to use unauthorized materials, texts, devices, notes, information, or study aids to gain an unfair advantage in any academic exercise (i.e., assignments, discussions, tests, quizzes, papers, labs).
- **Collusion:** Knowingly assisting, attempting to assist, or receiving assistance from another student or students to commit academic misconduct, or conspiring with any other person in or outside of the University to commit misconduct. Seeking help from another person or source during a test in which collaboration is not permitted.
- **Destruction, Theft, Obstruction, Interference:** Seeking to gain an unfair academic advantage by destroying, damaging, or stealing equipment or products of any academic exercise; or obstructing, or sabotaging, or interfering with an instructor’s materials or another student’s academic or clinical work.
- **Unauthorized access:** Students shall not seek or attempt to obtain test information from other students, faculty, or any unauthorized source. Students are prohibited from sharing test information obtained through unauthorized means with other students. Faculty members shall not provide test information to students to compromise the integrity of the evaluation process.
- **Fabrication, Falsification, Forgery:** Deliberately falsifying, altering, or inventing student records, information, documentation, clinical education material, communications, or citations. Forgery is the act of imitating or

counterfeiting documents, signatures, and the like. Falsifying is altering documents, records, communications, and clinical education material. Making false statements to acquire special consideration from an instructor, or statements for other nefarious activities.

- **Plagiarism** is the act of representing an individual's or organization's words, thoughts, or ideas as one's own. Examples include: 1) Using information (a paraphrase or quotation, in whole or in part) from a source without attempting to give credit to the author of that source either on purpose or through carelessness. 2) Using charts, illustrations, images, figures, equations, etc., without citing the source. 3) Using an academic exercise (in whole or in part) purchased or copied from a ghostwriter or paper/essay mill. 4) Copyright infringement or piracy, including the use, alteration, or duplication of media, software, code, or information when expressly prohibited or where copyright exists or is implied. 5) Submitting material that has been prepared by someone else or failure to give full credit to material prepared by someone else (plagiarism).

Additionally, for faculty, academic dishonesty included unduly altering a student's grade or awarding points when not earned.

### **8.3. VIOLATIONS OF ACADEMIC HONESTY/INTEGRITY POLICY**

The Academic Honesty policy functions at Manchester University on an honor basis so faculty and staff agree to academic integrity standards upon hire and acknowledge their willingness to enforce the policy and report misconduct. Academic dishonesty may result in the student failing the assignment, receiving an "F" in the course, or being dismissed from the University based on the history or severity of the infraction. Instances of academic dishonesty are typically reported to the Provost's Office. Any student disciplined by a faculty member for alleged academic dishonesty has the right to appeal the disciplinary action. The student should initiate their appeal according to procedures outlined in the Manchester University Student Academic Appeals Policy, which is available in the Provost's Office or the Student Development Office.

Students who violate the Academic Honesty/Integrity Policy (commit academic misconduct) are subject to corrective action in order to deter future misconduct and to hold students accountable for their actions. Academic Integrity violations and corrective actions are documented and cumulative; corrective actions may be increased based on a past disciplinary record, the severity of the violation, and the impact upon the academic community. The University reserves the right to dismiss a student from the University for academic misconduct; students who are dismissed from the University because of academic misconduct may not reenroll in the DPT Program or other programs offered by the University. Students who commit Academic Misconduct also run the risk of harming future educational and employment opportunities.

### **8.4. ANTI-PLAGIARISM SOFTWARE**

When academic dishonesty occurs, the teaching-learning process is undermined, and students rob themselves of the educational benefit intended by the assignment. To assist students and faculty, Manchester University uses various online plagiarism detection services that conduct textual similarity review of submitted papers. When papers are submitted to these platforms, the service provider will retain a copy of the submitted work in their databases for the sole purpose of detecting plagiarism in future submitted works. Students retain the copyright of their original work.

### **8.5. ARTIFICIAL INTELLIGENCE SOFTWARE**

The use of online tools that use artificial intelligence (often referred to as "generative AI tools") has become increasingly prevalent in professional and academic settings, and Manchester University recognizes its potential to support research, innovation, and learning. However, the University also acknowledges the possibility of misuse and the need for clear guidelines. This addition to the Academic Honesty policy is established to ensure that students understand their responsibilities when using generative AI technologies and uphold the values of the Manchester University academic community.

Rather than an outright ban on the use of AI tools, this policy aims to balance the opportunities these tools offer with the potential risks and ethical concerns. It applies to all members of the Manchester University community who use these AI tools in academic and research contexts, including coursework, assignments, research projects, theses, dissertations, and scholarly publications.

For purposes of this policy, a “generative AI tool” is a form of artificial intelligence that generates new, original content, such as text, images, or music based on user input. Generative AI learns patterns from the data on which it's trained and uses mathematical modeling and neural networks to generate unique outputs. These AI models can often produce content that is indistinguishable from content created by humans.

As a general rule, according to the MU Academic Honestly Policy, cheating includes any use of assistance from another person or source without permission and/or appropriate attribution – and this includes output from tools based on generative AI. The sections below identify more specifics about student responsibility regarding the use of these tools, but in the case where appropriate use of AI-based content is unclear, the student is expected to request instructor clarification before using it to complete assignments.

The following principles apply to the use of any generative AI tool:

- **Instructor Discretion:** Instructors at Manchester University may, at their discretion, describe the appropriate use of artificial intelligence tools for their specific course and students are obligated to follow those rules. However, absent a clear statement from the instructor, the use of or consultation with generative AI is treated similarly to assistance from another person or source. Using generative AI tools to substantially complete an assignment or exam without appropriate attribution is considered academic dishonesty as defined in this catalog under “Academic Policies and Procedures.” At a minimum, students should disclose the use of any AI tools when used in course assignments, projects, or exams.
- **Responsible use:** Students using tools based on artificial intelligence should use these technologies in a manner consistent with the principles of academic integrity and intellectual honesty. Students must not use artificial intelligence tools to create content that infringes upon intellectual property rights or constitutes plagiarism, cheating, or any form of academic dishonesty in any academic or research work.
- **Attribution and acknowledgment:** Students need to acknowledge the use of generative AI tools in the creation of content, ideas, or findings in their work through appropriate attribution. Statements lifted directly from the output of a generative AI tool fall into this category and (without proper attribution) are considered plagiarism. The specific rules and methods of attribution are defined by the writing style guidelines either established in the syllabus (by the course instructor) or as standardized by the specific college. Currently, Manchester University style guidelines include APA, MLA, Chicago, and Turabian. It is up to the student to know which attribution standard to use for each course in which they are enrolled.
- **Fairness and equity:** Users should consider the ethical implications of using generative AI in their work, including potential biases and unfair advantages. It is the student’s responsibility to take necessary steps to ensure that any output from these tools used in course assignments aligns with principles of fairness and equity.
- **Accuracy and reliability:** It is incumbent upon students to remember that while AI tools are capable of generating useful information for certain tasks, they are not designed to seek or produce reliable research, and do not possess expertise or authority on the subjects about which they generate content. Any information produced by a generative AI, however convincing, should be carefully critiqued for accuracy and reliability before use in an academic or professional context. In a research context, generative AI responses should only be used as a starting point for further study of primary and secondary sources. Violations of this policy may be considered academic misconduct and may result in disciplinary action in accordance with the Manchester University academic misconduct policy. Sanctions may include, but are not limited to, a failing grade for the assignment or course, academic probation, suspension, or expulsion.



## SECTION 9: STUDENT SAFETY

As the safety of students, faculty, staff, and visitors is always a primary consideration, Manchester University strives to have a safe and secure environment for the campus community. Students are informed of emergency procedures at Manchester University during new student orientation. Standard safety and security information and procedures for Manchester University are reviewed with new students during this orientation. Students are advised to review these procedures in the Source, Campus Security and Safety section.

### 9.1. MEDICAL EMERGENCY PROCEDURES

Call for help, alert the instructor, and have someone call 911.

If you are trained, follow basic First Aid procedures:

1. Is the person breathing? If not, tilt the head, clear the airway, and breathe for them.
2. Is the heart beating? If not, begin CPR. Use the AED if appropriate (Located on the first floor by bathrooms).
3. Elevate the legs and support the neck, keep them warm.
4. Reassure them while you wait for medical help.

### 9.2. PERSONAL INJURY PROCEDURES

While Manchester University does not provide health services, you may find links to local healthcare resources for use during onsite lab immersions in an earlier section of this Doctor of Physical Therapy Student Handbook. Students are required to maintain personal health insurance for the duration of the Program.

If you are injured at Manchester University during a class or lab:

1. Immediately inform your instructor
2. Follow the instructor's directions to receive care and to fill out an Incident Report
3. You will also need to fill out a Doctor of Physical Therapy Injury Report found later in Section 9 of this handbook. You will be directed to the closest or most appropriate medical care facilities depending on the nature and severity of injury.
4. A First Aid Kit is located within the Doctor of Physical Therapy facilities and the AED is located on the first floor by the restrooms.
5. If you are injured but choose not to seek professional care, you must sign the Waiver of Medical Care Form at the front desk of the Fort Wayne Campus.

### 9.3. PERSONAL INJURY PREVENTION MEASURES

The following are prudent personal injury prevention measures that students should practice during the course of the Program:

1. Healthcare workers often suffer from musculoskeletal complaints because of the nature of their work. We spend a great deal of time leaning over and moving patients, using equipment, and completing paperwork.
2. Learn and follow the basic principles of good body mechanics. Use good posture while sitting in class, working in labs, and during activities of daily living. Always lift correctly.
3. Take good care of yourself. Eat right, get enough sleep, and exercise regularly. Working in healthcare can be an athletic event.
4. Handle all equipment, instruments, and substances with caution and respect.
5. Think Safety and Act Safely!

### 9.4. LAB EQUIPMENT FAILURE OR MALFUNCTION

Manchester University makes every effort to ensure that all laboratory and classroom facilities and equipment are safe and functioning properly through regularly scheduled maintenance and, where appropriate, calibration procedures. However, if any equipment malfunction is experienced:

1. Unplug or turn off the equipment immediately.
2. Place a temporary “Out of Order” sign on the equipment so that others do not attempt to use it before you notifying the school personnel.
3. Inform your lab instructor, program office staff, or Dean as soon as possible.

As necessary, Program staff or faculty will remove all malfunctioning equipment from the classroom or laboratory facilities. Faculty track and record maintenance of equipment to ensure that it is working and safe. Help us out.

## **9.5. INFECTION CONTROL POLICIES**

1. Equipment
  - a. All plinths and treatment surfaces will be cleaned using a bactericidal agent at least once a week. At a minimum, portable treatment tables used during Lab Intensives will be cleaned before the midsession break and completion of the immersion.
  - b. Other equipment (e.g., ultrasound, wheelchairs) will be cleaned using a bactericidal agent as needed, but at least yearly.
2. Linen
  - a. Linens and towels must be changed after each use and all soiled linens must be promptly placed in the designated receptacle for laundering.
3. Personal Responsibilities
  - a. Hand washing is the single most effective means of controlling the spread of infection. Remember to wash your hands frequently, using proper hand-washing procedures. In addition, hand sanitizer will be available during all Lab Intensives.
  - b. Any student with a known communicable infection will place all linen they come in contact with in the laundry basket and will clean treatment surfaces immediately after usage.
  - c. Use a protective barrier(s) (e.g., gloves, masks, eye/face protection, and lab coats) if there is any possibility of exposure to body fluids, chemicals, infection, or contaminated substances.
  - d. The faculty member using a lab space will be responsible for assuring the infection control policies are enforced in their lab.

## **9.6. BLOODBORNE PATHOGEN PROCEDURES**

All Doctor of Physical Therapy students will receive training in Universal Precautions/Bloodborne Pathogens. It is the responsibility of the instructor to ensure that these procedures are modified to accurately reflect current practices. This infection control plan complies with OSHA requirement, 29 CFR 1910.1030, Bloodborne Pathogens.

Students will complete a required OSHA Training module - complete with presentation and quiz - before their first clinical rotation (ICE). Upon successful completion of the quiz (score of 90% or higher), students will be issued a Certificate of Completion to be uploaded in the clinical education records system - CORE ELMS.

Procedures for Reporting and Record Keeping: Any reports required by OSHA occurring on Manchester University property or during formal lab-intensive instruction will be maintained by the University. On clinical, all documentation should follow facility policy. All reports (training certificates, notice of HBV Vaccinations, and Exposure Reports) will be maintained by the DPT Program or the University.

1. Hepatitis-B Virus (HBV) Vaccinations: HBV vaccination is mandatory for most clinical sites. Any exceptions must

- have a qualified, signed waiver.
2. Post-Exposure Treatment and Notification Procedures: Should a Manchester University employee or student become exposed to HIV/HAV/HBV, the individual will report the exposure to their supervisor or Program Administrator. Exposed individuals must follow the recommendations provided by a medical doctor or by the U.S. Public Health Service.
  3. During all phases of Post Exposure, the confidentiality of the affected individual and exposure source will be maintained on a "need-to-know basis". Manchester University will use the Bloodborne Pathogens Exposure and Treatment form to document the exposure.

General Procedures: Manchester University personnel and students must follow the following procedures when in laboratories:

- Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in work areas where there is a potential for exposure to any health hazard.
- Food and drink must not be stored in refrigerators, freezers, or cabinets where blood or other potentially infectious material is stored or in other areas of possible contamination.
- Gowns, aprons, or lab coats must be worn whenever there is a possibility that body fluids could splash on skin or clothing.
- Gloves must be made of appropriate disposable material, usually intact latex or vinyl. They must be used in the following circumstances:
  - i. When the individuals have cuts, abraded skin, chapped hands, dermatitis, or similar conditions.
  - ii. When examining the abraded or non-intact skin of a patient or student with active bleeding.
  - iii. While handling blood or blood products or other body secretions during routine laboratory procedures.
  - iv. When performing therapeutic interventions that may result in minor bleeding from the patient or subject (e.g., dry needling, EMG/NCV testing, etc.).
- Faculty, staff, and students must wash their hands immediately, or as soon as possible, after removal of gloves or other personal protective equipment and after hand contact with blood or other potentially infectious materials.
- All personal protective equipment must be removed immediately upon leaving the laboratory area, and if this equipment is overtly contaminated, it must be placed in an appropriate area or container for storage, washing, decontamination, or disposal.
- Contaminated clothing must not be worn in clean areas or outside the building.
- All procedures involving blood or other potentially infectious agents must be performed in a manner that will minimize splashing, spraying, and aerosolization.
- Medical Wastes
  - i. Medical/infectious waste must be segregated from other waste at the point of origin.
  - ii. Medical/infectious waste, except for sharps (i.e., razor blades, broken glass, needles, etc.) capable of puncturing or cutting, must be contained in double disposable red bags conspicuously labeled with the words "INFECTIOUS WASTE - BIOHAZARD."
  - iii. Used needles or other sharps (razor blades, broken glass, scalpels, etc.) must not be sheared, bent, broken, recapped, or re-sheathed.
  - iv. Infectious sharps must be contained for disposal in leak-proof, rigid puncture-resistant containers. The infectious waste contained as described above must be placed in reusable or disposable leakproof containers that are conspicuously labeled with the words "INFECTIOUS WASTE – BIOHAZARD". Biological waste that does not contain radioactive or hazardous substances may be disinfected by steam sterilization (autoclave) and then disposed of in the regular trash.
- Cuts

- i. If an individual sustains a needle stick, cut, or mucous membrane exposure to another person's bodily fluids, he/she must report the incident immediately to the Instructor or Program Administrator. In turn, the Instructor or Program Administrator must file an incident report with Manchester University.
- Blood Exposure
  - i. All students exposed to human blood and blood products must report to the nearest faculty member for information.

### **9.7. USE OF CHEMICALS AND LAB SUBSTANCES**

Liquids and substances used in laboratory exercises must be used with caution, safely stored, and properly marked. Each chemical or substance in the lab has a Material Safety Data Sheet (MSDS) on file at a location identified by your instructor. MSDSs provide specific information pertaining to each hazardous chemical. You should familiarize yourself with the properties, precautions, and risks of these substances. Universal precaution standards are to be followed at all times, including the use of gloves when appropriate.

Students will comply with the following procedures when using chemicals or lab substances:

1. Follow all directions for the use of substances exactly as prescribed.
2. Be aware of all precautions and contraindications for use before opening any container.
3. Tightly close all containers immediately after use.
4. Return substances to their properly labeled storage location after each use.
5. Inform the instructor of supplies that need replenishing.

Note: A small number of people develop an allergic reaction to latex gloves. You may read about latex sensitivity in the MSDS file. If you suspect latex sensitivity, inform your instructor.

### **9.8. LIQUID SPILL PROCEDURES**

Follow these steps in the case of liquid spills:

1. Alert others in the immediate area.
2. Inform your instructor.
3. Don appropriate protection e.g., gloves, mask, and eyewear.
4. Place appropriate absorbing material over the spill and allow it to absorb.
5. Place saturated material in a plastic bag and place the bag in a proper waste receptacle.
6. Clean the area with an appropriate cleaning agent and wipe dry.
7. Properly dispose of cleaning materials and gloves in a waste receptacle.

### **9.9. FAILURE TO COMPLY**

All of the above guidelines, policies, procedures, and expectations are designed to foster each student's sense of responsibility in preparation for employment as an entry-level physical therapist. Noncompliance with these guidelines, policies, and procedures, or an inadequacy in meeting these expectations, may result in failure of the clinical course and subsequent dismissal from the Program.

### **9.10. STUDENT SAFETY DURING CLINICAL EDUCATION**

During clinical education, it is imperative that students carry over and use the safety and preventative measures learned throughout their didactic education. Personal and patient safety is your responsibility when functioning in clinical practice.

While standard/universal precautions and personal injury prevention measures are applicable everywhere, the student

will adhere to facility policies and procedures during all clinical education experiences.

Please see the Doctor of Physical Therapy Program Clinical Education Handbook for more specific information regarding student safety during clinical education.

9.11. INCIDENT REPORT SCHOOL OF PHYSICAL THERAPY

## INCIDENT REPORT

In the event you are injured on campus or at a clinical site, your highest priority is prompt treatment. Do not delay seeking appropriate treatment to fill out paperwork or make notifications. Students should comply with all accident/injury protocols in place at the clinical site. In the absence of a protocol, seek treatment in the nearest emergency department.

Student Information	
Student Name:	Student ID Number:
Expected Graduation Year:	Date:
Nature of Incident	
Date and Time of Incident:	Class/Rotation/Activity Where Incident Occurred:
Location of Incident:  Facility Name  Address  City/State/Zip Code:  Phone	
Nature of Incident: <i>(e.g. needlestick, laceration, exposure, contusion)</i>	
Possible Exposure to Bloodborne Pathogen: <input type="checkbox"/> Yes <input type="checkbox"/> No	

**Description of Incident:**

**Medical Treatment**

**Action Taken Immediately Following Incident:**

**Was medical evaluation and treatment pursued by the student?**  Yes  No

**Date of Treatment Completion:**

**Name and Location of Facility Providing Evaluation and Treatment:**

**Notification**

**Please identify when the following individuals were notified about the incident:**

**Course Instructor/Clinical Instructor:**

**Date and Time Notified:**

**Onsite Health Services/Emergency Department:**

**Date and Time Notified:**

**Program Director or Director of Clinical Education:**

**Date and Time Notified:**

**Corrective Action Recommendation**

Please identify any corrective actions that should be pursued to avoid recurrence.

**Signatures**

**Physical Therapy Student**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

**Program Faculty**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

**Completed MU's Student Report of Injury Form**

Yes

No

**Submitted MU's Student Report of Injury Form to the DPT Program Director**

Yes

No

**For Program Use Only**

**Date/Time Form Was Received in Doctor of Physical Therapy Program Office:**

**Received by:**

**Additional Follow-Up:**

## 9.12. MEDIA CONSENT FORM FOR ACADEMIC COURSEWORK

### Manchester University Doctor of Physical Therapy Program Media Consent Form for Academic Coursework

This form outlines the consent required for students in the Doctor of Physical Therapy (DPT) program to record examination or treatment procedures for educational purposes.

#### Purpose of Recording:

Throughout the DPT Program, you'll be required to record yourself performing selected examination or treatment procedures. These recordings are strictly for educational purposes within academic courses, allowing for self-assessment, faculty feedback, and demonstration of learned skills.

#### Types of Subjects:

For academic coursework, subjects for these recordings will primarily be fellow DPT students, family members, or friends who are willing to support your professional development. These recordings are NOT for use with actual patients in a clinical setting.

#### Consent Process:

Before any recording begins, the student will read and record the Media Consent Script (provided separately by the DPT Program) directly into the video. Your verbal consent, as captured in that recording, will confirm your understanding and agreement to participate.

#### Confidentiality and Use of Recordings:

- Recordings will be used solely for educational purposes within the Manchester University DPT Program.
- Access to these recordings will be limited to the student, relevant DPT faculty, and potentially other DPT students for peer feedback purposes, as directed by course instructors.
- Recordings will be stored securely and deleted or destroyed once their educational purpose has been fulfilled, as determined by the course instructor.
- Your name or any identifying information will not be publicly displayed or shared outside of the defined educational context.

#### Voluntary Participation:

Your participation as a subject is entirely voluntary. You have the right to:

- Decline to participate at any time without penalty or consequence.
- Request that the recording be stopped at any point.
- Request that any specific recording be deleted or not used.

#### Student Responsibilities:

The DPT student conducting the recording is responsible for:

- Ensuring your comfort and safety throughout the procedure.
- Respecting your privacy and confidentiality.
- Adhering to all instructions provided by DPT faculty regarding the recording process and use of media.
- Noting that if recordings are made in a clinical education setting, the student will **follow local clinic policies**. If no specific clinic policy exists for educational filming, the student will gain permission from their clinical faculty to utilize the **Manchester University Consent Form for Clinical Education Filming** (a separate form for patient use).

#### Subject Acknowledgment and Agreement:

By verbally consenting on the recorded video as per the Media Consent Script, I acknowledge that I have read and understand the terms outlined in this Media Consent Form for Academic Coursework. I voluntarily agree to participate as a subject for the purpose of academic skill development within the Manchester University DPT Program.

Student Name (Printed): \_\_\_\_\_

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

Subject Name (Printed): \_\_\_\_\_

Subject Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 9.13. MEDIA CONSENT SCRIPT

**(To be read aloud by the DPT student at the start of the recording, followed by the patient's verbal consent. This assumes the patient has *already* signed the "Manchester University Media Consent Form for Academic Coursework OR the Consent Form for Clinical Education Filming".)**

"Hello **[Patient's Name]**. My name is **[Your Name]**, and I am a Doctor of Physical Therapy student from Manchester University. Today, with the permission of my clinical instructor, **[Clinical Instructor's Name]**, we're requesting to briefly record a portion of our session.

As we discussed, this recording is purely for my educational development. It will help me improve my skills, and allow my professors to evaluate my progress. We've also reviewed the Manchester University [Media Consent Form for Academic Coursework or Patient Consent Form for Clinical Education Filming]. Just to confirm, this video is confidential, will only be used internally for my learning, and your identity will be protected if any part is used for broader educational purposes. Your care will not be affected by your decision.

Do you verbally confirm your consent to be recorded under these terms?"

**[Patient's Verbal Response: "Yes, I consent" or "No, I do not consent"]**

#### 9.14. MEDIA RECORDING OPT-OUT FORM

##### Manchester University Doctor of Physical Therapy Program Media Recording Opt-Out Form

This form allows students enrolled in the Manchester University Doctor of Physical Therapy (DPT) Program to formally opt out of certain media recordings or uses within the program. Please review the options carefully and select the one(s) that apply to your preferences.

##### Student Information:

- **Student Name (Printed):** \_\_\_\_\_
- **Manchester University Student ID:** \_\_\_\_\_
- **DPT Cohort/Graduation Year:** \_\_\_\_\_
- **Date of Request:** \_\_\_\_\_

##### Please check the box(es) below that reflect your opt-out preference(s):

- **OPT-OUT OF GENERAL PROGRAM/UNIVERSITY PROMOTIONAL MEDIA:** I decline permission for my image, voice, or video to be used in general Manchester University or DPT Program promotional materials (e.g., website, brochures, social media, news releases, advertisements) that are *not* directly related to my academic coursework or required program activities.
- **OPT-OUT OF UNANNOUNCED PHOTOGRAPHY/VIDEO IN CLASSROOM SETTINGS:** I decline permission for my image or video to be captured by faculty or staff in general classroom or lab settings (e.g., candid photos of lectures, lab practice) when those recordings are not specifically for my individual skill assessment or a pre-planned, announced recording session.

##### Important Considerations:

- **Required Academic/Clinical Activities:** This opt-out form does **not** exempt you from participation in required academic coursework that involves self-recording for skill assessment, faculty feedback, or official clinical education documentation. If a course or clinical experience requires you to be recorded for evaluative purposes, you are still expected to comply.
- **Zoom/Virtual Classroom Recordings:** Participation in virtual classroom sessions where the session is being recorded for the benefit of all students (e.g., for review or for students who cannot attend live) is considered part of the academic environment. This opt-out does not typically apply to standard recordings of synchronous online classes, unless specific arrangements are made with the course instructor.
- **Reversibility:** You may revoke this opt-out at any time by submitting a new form to the DPT Program Director. Similarly, you may submit a new form to opt out of additional categories or to opt back into a previous category.
- **Limitations:** While Manchester University and the DPT Program will make reasonable efforts to honor this request, it may not be possible to remove your image from previously published or widely distributed materials.

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

##### For DPT Program Use Only:

- **Received By (Name/Title):** \_\_\_\_\_
- **Date Received:** \_\_\_\_\_
- **Action Taken/Notes:** \_\_\_\_\_

## 9.15. PATIENT CONSENT FORM FOR CLINICAL EDUCATION FILMING

### Manchester University Doctor of Physical Therapy Program Patient Consent Form for Clinical Education Filming

Patient Name (Printed): \_\_\_\_\_ Date of Birth: \_\_\_\_\_

#### **Purpose of This Form:**

This form seeks your permission to allow a Manchester University Doctor of Physical Therapy (DPT) student, under the direct supervision of their clinical instructor, to videotape or photograph a portion of your examination or treatment session. The purpose of these recordings is strictly for the DPT student's education and professional development.

#### **Why We Request Filming:**

**Student Learning:** These recordings are a valuable tool for DPT students to review their performance, identify areas for improvement, and enhance their clinical skills.

**Faculty Evaluation:** The recordings allow Manchester University DPT faculty to assess the student's competency in performing specific examination or treatment procedures.

**Skill Demonstration:** In some cases, de-identified portions of these recordings may be used internally within the Manchester University DPT Program for educational demonstrations to other DPT students.

#### **Confidentiality and Protection of Your Privacy (HIPAA Compliance):**

Your privacy is our utmost priority. We are committed to protecting your Protected Health Information (PHI) in accordance with the Health Insurance Portability and Accountability Act (HIPAA) and all other applicable federal and state laws.

**Limited Access:** Access to these recordings will be strictly limited to the DPT student, their clinical instructor, and authorized Manchester University DPT faculty directly involved in the student's evaluation or education.

**Secure Storage:** All recordings will be stored securely on encrypted devices or secure university servers, protected by passwords and access controls.

**No identifying Information:** If any portion of the recording is used for broader internal educational purposes (e.g., showing to a DPT class), **your name, face, and any other direct identifying information will be obscured or removed** to ensure your anonymity. Your medical record number or other unique identifiers will never be visible or audible.

**No Public Use:** These recordings will **never** be used for public promotional purposes, marketing, or shared outside of the Manchester University DPT Program's internal educational context without your explicit, separate written consent.

**Deletion/Destruction:** Recordings will be retained only as long as necessary for the DPT student's evaluation and learning, typically for the duration of the course or clinical rotation. After this period, they will be securely deleted or destroyed.

#### **Your Rights as a Patient:**

**Voluntary Consent:** Your decision to allow filming is completely voluntary. Your care will not be affected in any way if you choose not to consent.

**Right to Refuse:** You have the right to refuse to be filmed at any time, before or during the recording, without explanation or penalty.

**Right to Withdraw Consent:** You may withdraw your consent at any time, even after signing this form, by informing the DPT student or clinical instructor. If you withdraw consent, the recording will be stopped, and any existing recordings will be deleted.

**Right to Review:** You may request to review the recording of your session.

#### **By signing below, you confirm that:**

You have read and understand the information provided in this consent form.

You have had the opportunity to ask questions, and your questions have been answered to your satisfaction.

You understand the purpose of the recording and how your privacy will be protected.

You voluntarily consent to being videotaped/photographed for the educational purposes outlined above.

**Patient Signature:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Witness (DPT Student or Clinical Instructor):**

I confirm that I have explained the contents of this form to the patient, answered their questions, and witnessed their voluntary signature.

**Witness Signature:** \_\_\_\_\_

**Printed Name:** \_\_\_\_\_

**Role (e.g., DPT Student, Clinical Instructor):** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Note to Clinical Site:** Please follow your facility's specific policies regarding patient consent for media recording. If your facility has its own consent form for this purpose, that form should be used. This Manchester University form is provided for use when a clinical site does not have an existing policy or form for student educational filming.

# Doctor of Physical Therapy Program

## Student Handbook Acknowledgement and Agreement to Abide

I acknowledge that I have thoroughly reviewed the latest version of the Manchester University Doctor of Physical Therapy Student Handbook, encompassing its policies, rules, and regulations. I am committed to complying with these guidelines throughout my academic journey. In addition to perusing the academic calendar, grading policies, technical and essential functions of the DPT Program, and professional expectations, I have also familiarized myself with programmatic outcomes, either available online or in this handbook. I acknowledge my understanding of the financial aspects of the DPT Program, including but not limited to Financial Aid, Tuition, Fees, and Withdrawal/Refund Policies. I have also been provided with or observed in the handbook about filing a complaint with the DPT Program to Manchester University or our accreditor. I have been provided with information on the availability of student services and requirements for health insurance. I have been provided with information about media releases.

Recognizing the importance of transparency, I commit to promptly notifying the DPT Program of any life events that may jeopardize my academic progress, clinical experiences, or future licensure potential. I am fully aware of and comprehend the academic standards set by the Doctor of Physical Therapy Program.

I am aware that I may be asked to reaffirm this acknowledgment whenever the handbook undergoes updates to ensure my understanding of the most current policies and procedures. I will be provided with this handbook upon acceptance offer. This acknowledgment will be signed before any deposits are made and before the commencement of the DPT Program. I understand that these acknowledgments will be maintained on file by the DPT Program.

STUDENT (signature): \_\_\_\_\_

STUDENT NAME (print): \_\_\_\_\_

DATE: \_\_\_\_\_



**Addendum to the *DPT Student Handbook* – January 5, 2026**

**Regarding:** Section 4.3: Course Grading System policy – Revision as follows:

Final grades will round up to the next whole number for percentage grades  $\geq .5$  (one decimal place).

**Grading Scale\***

<b>Grade</b>	<b>Score</b>
A	90% and above
B	80 – 89%
C	70 – 79%
F	Less than 70%

\*Percentages will be rounded to the nearest whole number for the course grade.

## **Addendum to the *DPT Student Handbook* – January 5, 2026**

**Regarding:** **Section 2.7: Professional Behaviors and Conduct Policy** – Revision as follows:

### **2.7. PROFESSIONAL BEHAVIORS AND CONDUCT POLICY**

Students are expected to act in accordance with professionalism as expected by the profession and as outlined in Section 2 of this Doctor of Physical Therapy Student Handbook, along with Manchester University student policies outlined in the Source and Doctor of Physical Therapy Program Values in Section 1 of this Doctor of Physical Therapy Student Handbook. Due process will be provided to the student. Depending on the offense and severity, this process might look different. Some professional behavior and conduct policies are general for the entire University, while others are specific to the Doctor of Physical Therapy Program. For example, policies to address sexual harassment are different from those to address academic integrity. As such, offenses concerning sexual harassment will be dealt with in accordance with overarching University policy. If the offense is only discussed in the Doctor of Physical Therapy Student Handbook, the disciplinary policy will follow the Doctor of Physical Therapy Program policies.

#### **Categories of Professionalism Infractions**

Professionalism concerns are categorized to ensure proportional and educationally appropriate responses.

##### **A. Minor Professionalism Infractions**

Minor infractions are typically isolated, non-egregious behaviors that do not pose immediate risk to patient safety or the learning environment and may be addressed through early intervention and remediation.

Examples may include: - Unprofessional communication (tone, timeliness, or etiquette), including not responding - Repeated tardiness or unexcused absences - Failure to meet assignment or documentation expectations - Inappropriate attire or appearance - Lack of preparedness for class or clinical activities

##### **B. Severe Professionalism Infractions**

Severe infractions involve behaviors that compromise safety, violate ethical or legal standards, demonstrate significant lapses in integrity, or undermine trust in the profession.

Examples may include:- Breach of patient confidentiality or HIPAA violations - Harassment, discrimination, or retaliation - Unsafe clinical practice or refusal to follow supervision - Substance misuse affecting performance - Threatening, abusive, or violent behavior - Repeated minor infractions demonstrating a pattern of unprofessional conduct.

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## Reporting a Professionalism Concern

### A. Who May Report

Professionalism concerns may be reported by faculty, staff, clinical instructors, students, or administrators.

### B. Reporting Mechanism

Concerns must be documented using the **DPT Professionalism Concern Form**. The completed form is submitted to the DPT Program Director or designee.

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## Initial Review and Triage

1. **Receipt of Report:** Upon receipt of a professionalism concern form, the DPT Program Director (or designee) acknowledges receipt within five (5) business days.
  2. **Preliminary Review:** The concern is reviewed to determine:
    - Whether it falls under minor or severe infraction
    - Whether immediate action is required to protect safety or the learning environment
  3. **Interim Measures:** For severe concerns, interim measures may be implemented (e.g., temporary removal from class or clinical activities) pending investigation.
- 
- 

## Procedures for Minor Professionalism Infractions

1. **Informal Resolution (First Occurrence)**
    - Student meets with faculty or advisor
    - Concern is discussed and expectations clarified
    - Informal remediation plan may be developed
    - Documentation is placed in the student's internal advising file
  2. **Formal Documentation (Repeated or Unresolved Minor Infractions)**
    - Professionalism Concern Form is completed
    - Student receives written notice and a copy of the form
    - Meeting held with DPT Program Director or designee
- 
- 

## Procedures for Severe Professionalism Infractions

1. **Formal Investigation**
  - Student receives written notification of the concern

- Investigation may include interviews, document review, and consultation with clinical partners or university offices
  - 2. Professionalism Review Committee (PRC)**
    - Comprised of 2 DPT Program Faculty members and the DPT Program Director
    - Reviews evidence and student response
  - 3. Student Response**
    - Student is provided the opportunity to submit a written response and/or appear before the PRC
  - 4. Determination and Sanctions** Possible sanctions may include:
    - Mandatory remediation or professionalism contract
    - Dismissal from the program
  - 5. Notification**
    - Student receives written notification of the decision and rationale
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## Appeals Process

Students may appeal decisions in accordance with institutional academic and disciplinary policies. Appeal information and timelines will be provided in the decision letter.

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## Confidentiality and Recordkeeping

- All professionalism records are handled confidentially
  - Documentation is maintained according to institutional record retention policies
  - Records may be shared with relevant university offices on a need-to-know basis
- 

## Non-Retaliation

Retaliation against any individual who reports a professionalism concern in good faith is strictly prohibited.

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## Policy Review and Revision

This policy is reviewed periodically to ensure alignment with institutional policies, accreditation standards, and best practices.