INTRODUCTION

We welcome you to the Doctor of Physical Therapy (DPT) Program at Temple University in the College of Public Health. We have prepared this Handbook to help guide your academic and professional development as you progress through the Program. We believe that successful achievement of your goal to become a qualified clinical practitioner of physical therapy will be achieved through the mutual efforts of the faculty, administration, staff, and students. As such, we have constructed and adopted policies intended to assist in your development and to meet the goal of protecting future patients and clients by assuring the highest quality professional education possible.

The Physical Therapy Department and DPT program curriculum philosophy statements reflect our strong belief that we must provide students with both a solid scientific basis for physical therapy practice and an obligation to life-long professional commitment. The course sequence reflects our underlying curricular framework of integrating basic and clinical sciences in order to develop a framework for courses in clinical examination, clinical decision making, and clinical intervention.

Standards of scholarship and behavior for students matriculating in the DPT program are specified in the Graduate Bulletin, the College of Public Health (CPH) Graduate Student Handbook, and the Student Handbook of the DPT Program (all available to you on line). Because of the specialized nature of professional graduate education, additional policies on academic performance have been established and will be applied to all students who matriculate in the DPT program.

Although advisors, faculty resources, and other members of the department and professional staff are here to assist you through various methods of contact, the final responsibility for compliance with all policies ultimately rests with you. All students who are enrolled in the DPT program are expected to comply with all policies and standards of scholarship and academic performance as established by Temple University, the CHP, and the Department of Physical Therapy.

To help a student understand and adhere to the standards of academic performance, scholarship, and professional behavior, each student is assigned a faculty advisor who is a full-time member of the Physical Therapy faculty. The advisor’s role is to respond to the student’s questions about University resources and to provide assistance in problem solving in the event of academic, financial, or personal difficulties. By comparison, all formal academic advising for students who have encountered academic difficulties comes under the domain of the Academic Status Committee. While every student is also free to meet with other faculty members as they deem appropriate, it is recommended that the student try to establish a working relationship with his or her assigned faculty advisor when dealing with any problems, particularly those associated with academic performance. In addition, should a student experience academic difficulty within any course, the student is requested to first take his or her course-related questions directly to the course instructors, followed by the course coordinator, prior to proceeding to the DPT Program Director or Department Chair.
Physical therapy is a health care profession whose purpose is the promotion of human health and function through the application of scientific evidence to identify, assess, remediate or prevent human movement dysfunction. Physical therapists advocate for their clients and patients within the health care system and recognize the need to respect and respond to the socio-cultural beliefs of each person and family receiving physical therapy services. Each and every member of the physical therapy profession is accountable to one another for the development and advancement of the profession as a whole.

Temple University’s mission statement is as follows: “Temple University is a national center of excellence in teaching and research with an international presence. Temple’s talented faculty and its broad curriculum of nearly 300 academic programs provide superior educational opportunities for academically talented and highly motivated students, without regard to their status or station in life. Temple’s richly diverse student population and the dramatic growth of Temple’s residential campus community of student scholars enrich the educational and extracurricular life of all Temple’s people. While the University especially serves students from Greater Philadelphia, it is enlivened by a rapidly increasing number of students from across Pennsylvania, throughout the nation, and around the world. Temple maintains an international presence with campuses in Tokyo and Rome and prestigious programs in London, Beijing, and six other locations worldwide. A long-time leader in professional education, Temple prepares the largest body of practitioners in Pennsylvania and is among the nation’s largest educators in the combined fields of medicine, dentistry, pharmacy, podiatry and law. In addition, Temple offers more than four dozen doctoral and more than 100 master’s degree programs that contribute to research and scholarship. Temple seeks to create new knowledge that improves the human condition and uplifts the human spirit. To achieve this goal, Temple maintains its commitment to recruiting, retaining, and supporting outstanding faculty that prize diversity of thought, excel in scholarly endeavors, and support the aspirations of capable students.”

The College of Public Health (CPH) mission statement is as follows: “The College of Health Professions and Social Work prepares future generations of professionals through an intellectual environment that incorporates interdisciplinary collaboration, critical thinking and innovation, instilling a commitment to ethical practice and life-long learning. Exemplary research, teaching and service are informed by our engagement with professional and community (regional/national/global) partners and shape the direction of our fields.” http://cph.temple.edu/chpsw/about-temple-universitys-college-public-health

The Department of Physical Therapy is an integral part of the CPH, which in turn is an integral part of Temple University. Temple has had a unique mission, since its creation in 1884, to serve the needs of its working class community. Temple’s founder, Reverend Russell Conwell, created Temple “to make an education possible for all young men and women who have good minds and the will to work.”

The vision guiding the Department of Physical Therapy is that, as a pre-eminent educational and research department in the nation, we prepare students for the future of health and healthcare and produce health care professionals who advance the health and wellness of others. We engage in research on the basic, translational, and clinical levels with results integrated into a scientifically-based curriculum directed toward clinical practice. We strive to model and instill a culture of professionalism in students from diverse backgrounds with the intent to produce leaders in research, education, and clinical practice.

The mission of the Physical Therapy Department at Temple University is to provide an educational framework that fuses objective outcome data and research into curricula for the professional entry, advanced doctoral, and post-graduate levels. In particular, the mission of the DPT Program is as
follows: “The DPT program strives to educate every graduate to practice ethically and legally in various health and health care settings, to serve the present and future needs of a diverse society, and to engage in lifelong professional development. Every graduate is prepared to exhibit professional behaviors, critical thinking, theoretical and practical knowledge, and psychomotor skills that will enable the individual to assume the multi-faceted life-long roles of a health care professional.” The education and training of professionals, dissemination of knowledge, and delivery of services takes place with a commitment to evidence-based practice, excellent customer service practices, and an ethical framework of altruism and fiscal appropriateness. A faculty of educators and scholars will develop and maintain a comprehensive and research agenda that directs the evolution of these curricula. Interprofessional collaborations and a commitment to faculty development will support relationships among faculty and students across the university and with our clinical partners.

To meet this mission, the Department of Physical Therapy supports three post-baccalaureate graduate programs, the entry-level Doctor of Physical Therapy professional program (for initial preparation for practice), the transition Doctor of Physical therapy professional program (for practicing physical therapists to acquire theory, practice knowledge currency, and DPT doctoral credentials), and the graduate academic Doctor of Philosophy in Movement Sciences. These programs work synergistically to meet the mission of the Department.

The faculty believes that participation in physical therapy education at Temple University fosters the initial and continuing commitment of the student to professional service and life long learning. Professional preparation must be based upon a liberal education in the sciences and humanities. This liberal education serves to develop the values necessary to function effectively, ethically, and humanely in a complex and dynamic society. Our DPT curriculum integrates theoretical and practical knowledge, and develops the critical thinking skills that physical therapists need to respond to trends in practice and to future physical therapy needs of society. Therefore, there is a strong emphasis on the integration of and continuity with clinical education.

The curriculum is designed to include contemporary issues in physical therapy, to provoke review of these and other issues through critical inquiry, and to foster change agents for the science and practice of physical therapy. Therefore, the curriculum prepares students to be responsible and authoritative practitioners within the profession of Physical Therapy.

Every member of the faculty recognizes his or her responsibility to be role models for students in all aspects of professional behavior. Every faculty member is committed to the pursuit of professional excellence through life-long learning and professional leadership, and similarly encourages students toward personal and professional self-actualization.

Adopted, 1989
Revised, 1992
Updated, 2000
Updated, 2007
Updated, 2008
Updated, 2009
Updated, 2010
Updated, 2013
Updated, 2014
Updated, 2015
Updated, 2016
The Department of Physical Therapy prepares physical therapists of the highest caliber through its professional doctorate degree program and confers a Doctor of Physical Therapy (DPT) degree at the successful conclusion of the program. Students enter the program from diverse cultural, experiential and educational backgrounds. The program’s curriculum:

- is based on the World Health Organization’s International Classification of Function model
- emphasizes practice based on theory, best available evidence, and expertise and their interactions
- includes an understanding of population issues of disease and health
- includes knowledge of the measurement properties of tests and measures used in patient examination
- utilizes the APTA Guide to Physical Therapist Practice patient/client management model
- includes attention to biological, social and cultural differences over the lifespan and their influence on health and disease
- emphasizes continuous ethical behavior
- emphasizes lifelong professional competence and development

The performance of a successful graduate of the program includes:

- examination, evaluation of, diagnosis of, prognosis of, interventions for, and outcome measures of human movement dysfunction to produce defined outcomes
- promotion of disease management, wellness and prevention of illness for individuals and communities
- evidence-based practice, within a patient/client management and functional participation framework, which is based on scientific principles and critical inquiry, including the analysis of effective outcomes from the perspective of both the health care system and the individuals receiving and participating in physical therapy services
- clinical practice that is responsive to the diverse psychological and socio-cultural beliefs and needs of the individuals receiving and participating in physical therapy services
- ethical and effective patient management utilizing contemporary physical therapy practice standards
- professional behavior in all aspects of performance
- Advocacy for fair and equitable access and distribution of health and health care services.
- lifelong learning directed at continually improving personal and professional competence
- engagement in the growth and development of the profession of physical therapy through service, including participating in the education (clinical and didactic) of future practitioners and colleagues
- collaboration, coordination and consultation with other health care professionals, governmental agencies, reimbursement sources, social agencies, and health management organizations to facilitate clinically effective and cost efficient services
- scholarly contributions to the profession and the fields of health, wellness, and disease management
# 1st Professional Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>8512 Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8536 Teaching Learning &amp; Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>8521 Human Anatomy I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8522 Human Anatomy II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8523 Movement &amp; Balance I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8514 Introduction to Physical Therapy</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>8517 Clinical Examination &amp; Intervention Skills I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8518 Critical Inquiry I</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>8521 Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8522 Rehabilitation &amp; Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8523 Movement &amp; Balance II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8524 Clinical Examination &amp; Intervention Skills II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8525 Clinical Electrodiagnosis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8526 Critical Inquiry II</td>
<td>1</td>
</tr>
<tr>
<td>Summer</td>
<td>8514 Clinical Decision Making</td>
<td>2</td>
</tr>
</tbody>
</table>

# 2nd Professional Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>8518 Clinical Internship I</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>8521 Psychosocial Aspects</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8522 Clinical Management Musculoskeletal I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8524 Clinical Management Neurosensory I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8525 Clinical Management Cardiopulmonary</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8526 Evidence</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8536 Clinical Medicine &amp; Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>Fall</td>
<td>8542 Clinical Management Musculoskeletal II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8547 Management and Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8548 Clinical Management Neurosensory II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8549 Clinical Management Cardiopulmonary</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8550 Medical Diagnosis</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8551 Clinical Medicine &amp; Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>8552 Clinical Internship II</td>
<td>12</td>
</tr>
</tbody>
</table>

# 3rd Professional Year

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>8554 Special Topics in Physical Therapy</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8555 Assistive Technologies</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8556 Evidence Based Practice I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8533 Executive Clinical Specialty</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>8534 Evidence Based Practice II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8548 Clinical Internship III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8549 Clinical Internship IV</td>
<td>12</td>
</tr>
<tr>
<td>Fall</td>
<td>8556 Clinical Internship II</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>8557 Evidence Based Practice</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>8558 Clinical Internship III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>8559 Clinical Internship IV</td>
<td>12</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACADEMIC STANDARDS

Duration of DPT Program

It is Department of Physical Therapy faculty’s expectation that students complete the Doctor of Physical Therapy program in three years. There may be instances when students need to take a leave of absence or are dismissed for academic performance reasons. In the case of a leave of absence, each request will be reviewed by the faculty on an individual basis and in a timely fashion. All University policies will be followed regarding these instances. Regardless of the circumstances students must complete the DPT program within five years after admission. The terminal clinical internship must be completed within one year of the end of didactic work.

In order for Temple University’s College of Public Health to be accredited as a college of public health, all students earning a degree through the College must have public health course work as part of their course work. Each graduate students (like the DPT student) will be responsible for completing 12 on-line modules that contain course work introducing them to the five core areas of public health: biostatistics, epidemiology, environmental health, health services administration, and social behavioral sciences. The goal is to demonstrate the intersection of public health with various health, health care and human service professions. The 12 modules must be completed by the time of graduation. The modules will be available on Blackboard. The student must complete each module by passing the module’s quiz. Progress will be tracked through Blackboard.

There are six mandatory modules that all students must complete. They include:

- Advancing Healthy People 2020
- Social determinants of health
- Access to health services
- Health information technology
- Public health infrastructure in the US
- Environmental health.

Faculty will inform you if a particular module is being embedded in course content. The remaining six modules may either be embedded by program faculty or self-selected and self-paced by the individual student. Currently, the remaining module topics are listed below. The faculty of the College are working to develop more modules that meet the goals of the modules.

- Legal infrastructure of public health
- Emergencies: Prevention, preparedness, response and recovery
- Tobacco use, Prevention, cessation and policy
- Substance use: Addressing addiction and emerging issues
- Mental health – past, present, and future: Children and adolescents
- Healthcare-associated infections across the spectrum of care
- Food: Obesity, access and ongoing issues
- Injury prevention: Targeting teen driving
- Using policy and best practices in maternal, infant, and child health: Maternity care coalition
- Using best practices to provide health services to the LGBT population: The Mazzoni Center
- Oral health across the lifespan

You will be notified as other modules become available for you to select or for faculty to embed into their courses.
Grade Requirements

To remain in Academic Good Standing in the University, a professional graduate student must achieve a semester GPA of at least 3.0 for each semester and maintain a cumulative GPA of at least 3.0 for all work completed at Temple University. A student must have a grade point average (GPA) of at least 3.0 in order to graduate (Graduate School Policy # 02.24.11.05 and #02.24.11.03). Departmental policy also requires a student to have a cumulative GPA of 3.0 to participate in clinical internships.

A student who receives more than two grades below B- or one grade of F will be dismissed from the program for substandard academic performance. Grades of B-, C+, and C carry academic credit. The grade of C- is not used in the curriculum. Receipt of any grades below a B is an indication that the student is performing at a substandard academic level. The course coordinator maintains the responsibility for identifying and informing any student whose academic performance is substandard. The course coordinator will also notify the Chair of the Academic Status Committee (ASC). A student with one below B- will be informed in writing by the Dean of the Graduate School that he/she is in academic jeopardy, and be reminded that two additional grades below B- will lead to dismissal from the program. Students must attain a passing grade (P) on all clinical education courses.

A student who does not maintain Academic Good Standing resulting from failure to maintain a 3.0 semester GPA or two grades below B- will be required to come before the ASC to determine an appropriate course of action to help the student succeed academically.

For further information regarding re-instatement procedures, please refer to the Academic Review and Appeal for Reinstatement Procedures

Additional specific graduate policies germane to academic performance can be located at:

http://www.temple.edu/grad/policies/gradpolicies.htm

Grading Scale

The Department of Physical Therapy at Temple University uses a universal grading scale for all classes as follows:

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 76%</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>
Class Participation Grading

Course instructors may include class participation in their course grading strategy. The DPT faculty have agreed to use the following rubric when determining a grade for class participation.

### Temple DPT Participation Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Poor (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Class Engagement</strong></td>
<td>- Actively engages in classroom/laboratory/online activities (e.g., laboratory exercises, small group or class discussions, discussion boards)</td>
<td>- Actively engages in classroom/laboratory/online activities (e.g., laboratory exercises, small group or class discussions, discussion boards)</td>
<td>- Typically engages in most classroom/laboratory/online activities (e.g., laboratory exercises, small group or class discussions, discussion boards)</td>
<td>- Somewhat engages in classroom/laboratory/online activities (e.g., laboratory exercises, small group or class discussions, discussion boards)</td>
<td>- Does not engage in classroom/laboratory/online activities (e.g., laboratory exercises, small group or class discussions, discussion boards)</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>- Attends all required course meetings</td>
<td>- Attends all required course meetings</td>
<td>- Absences (excused or unexcused) noted that impact learning</td>
<td>- Absences (excused or unexcused) noted that impact learning</td>
<td>- Absences (excused or unexcused) noted that impact learning</td>
</tr>
<tr>
<td><strong>Professional Behavior</strong></td>
<td>- Demonstrates behavior expected of a professional (e.g., punctuality, thoughtfulness, preparedness)</td>
<td>- Demonstrates behavior expected of a professional (e.g., punctuality, thoughtfulness, preparedness); Does not require instructor discussion with student</td>
<td>- Demonstrates behavior expected of a professional (e.g., punctuality, thoughtfulness, preparedness); Requires instructor discussion with student</td>
<td>- Demonstrates behavior expected of a professional (e.g., punctuality, thoughtfulness, preparedness); Minimal attempts made to change behavior</td>
<td>- Demonstrates behavior expected of a professional (e.g., punctuality, thoughtfulness, preparedness); Requires instructor discussion with student</td>
</tr>
<tr>
<td><strong>Task-oriented</strong></td>
<td>- Remains on task</td>
<td>- Remains on task</td>
<td>- Remains on task but instructor notes deficiency</td>
<td>- Remains on task but instructor notes deficiency requiring discussion with instructor</td>
<td>- Does not remain on task requiring discussion with instructor and behavior does not change</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td>- Demonstrates exemplary preparation of course material and displays evidence of attempted interpretation/analysis</td>
<td>- Demonstrates good preparation of course material</td>
<td>- Demonstrates satisfactory preparation of course material</td>
<td>- Demonstrates poor preparation of course material</td>
<td>- Demonstrates absence preparation of course material; No interpretation or analysis identified; May require discussion with instructor</td>
</tr>
</tbody>
</table>

**Academic Accommodation:**

The Americans with Disabilities Act and the Rehabilitation Act affords students the opportunity to seek reasonable accommodation to help in their academic success. There may be many reasons for students to seek accommodation. Academic accommodations are one of the most frequently-sought accommodations. According to Temple University’s Disability Resources and Services (DRS) academic accommodations include:

- Test taking accommodations
- Sign language/CART
A student seeking academic accommodations must schedule an intake meeting with the DRS. A DRS coordinator will work with the student to determine appropriate reasonable accommodations. The student will receive an accommodation letter from DRS that documents the recommended accommodations. It should be noted that receiving an accommodation letter does not automatically require faculty to make the accommodations. The student must present a copy of the accommodation letter to each faculty member and discuss how accommodation can be made. If the faculty member agrees with the recommended accommodations, the faculty member and the student will sign and date two copies of the letter. One copy is maintained by the student and the other should be given by the faculty member to the departmental Student Services Coordinator to be secured in the student’s file. If the student is seeking academic accommodation, they must meet with and provide each instructor with documentation from DRS at the start of each semester about needed accommodations.

If additional test taking time is identified by DRS, this applies to written components of examinations only. Any psychomotor components of an examination (e.g., practical examinations) must be completed in the time allotted by the course instructor for the rest of the cohort. Students requiring additional test taking time will be afforded additional time to practice the required psychomotor skills prior to the practical examination. The student should notify course instructor if the student wants to conduct additional practice with the course instructor. If there is a written component to the practical examination, the student with an additional time or environmental accommodation will be accommodated.

The following recommendations indicate the process the faculty of Department of Physical Therapy in the CPH will utilize to address reasonable academic accommodations.

If a student requests a quiet environment or one with few distractions during tests, he or she has the option of either sitting in the back of the test-taking room or a quiet space will be made available on the 6th floor of Jones Hall. A faculty or staff member of the Department of Physical Therapy will be available to distribute, proctor, and collect the examination.

If a student requests extended time for the test as documented by Disability Resource and Services, he or she must make arrangements with the appropriate instructor at least two days prior to the test date. The start and end time of the test taking period will be agreed upon prior to the test date. The time extension cannot interfere with any other scheduled class on the student’s schedule or the room schedule.

It is our intention to help prepare students for their career as a physical therapist. In order to earn a license to practice the student must pass the National Physical Therapy Examination (NPTE). It is very difficult to get extended time to complete the NPTE. Therefore, we strongly recommend that – as the student progresses through the DPT program – they try to complete exams within the standard testing time.


**Incomplete Grades (“I”)**

As specified in the Graduate Bulletin of Temple University (#02.10.13), the assignment of an “I” presumes that the student has completed the majority of the work at a passing level at the point when the “I” is assigned. Incomplete grades are to be used to respond to an intervening event, such as a
death in the family, an extreme illness in the family, or personal extreme illness and not intended to defer failure in a course.

The assignment of an “I” grade is allowed only after completion of a written contract for the completion of the work. The contract must be signed by the course coordinator who is the instructor of record for the course and the student. The contract must contain the specific outcomes and timelines necessary to convert the “I” grade into a passing grade. A copy of the written contract must be provided to the Chair of the PT Department, the student signing the contract, and the Associate Dean for Academic Affairs in the College of Public Health. A copy will be maintained in the student’s departmental file. The incomplete grade contracts are only valid once they are approved by the Dean or the Dean’s designee. At the time that grades are submitted, the course coordinator will assign the “I” grade along with the grade (alternative grade) that the student would have earned without the inclusion of the “I” grade. If the “I” grade is not cleared within one year, the alternative grade will become the official grade of record for the course.

Incomplete grade contracts must be completed in a timely fashion. Barring extreme circumstances and acknowledging the difficulty in placement for clinical education, most “I” grades must be completed within one month. Depending on the type of facility and the course content required for performance at the scheduled facility, the Director of Clinical Education, DPT Program Director, and Chair of the Academic Status Committee will consult with the course coordinator and determine whether the student can progress to the clinic with an incomplete grade in that particular course.

A student with an unresolved incomplete grade on his or her official academic record cannot graduate from Temple University.
Course Repetition for Credit

A student may, with permission of the program, retake any course once to improve the course grade. While both grades remain on the official transcript of the student in perpetuity, the higher grade will be used instead of the lower grade to calculate the graduate GPA with the credit hours for the course to be counted only once toward graduation requirements. However, the student should also be aware that the entire transcript will be used by the Academic Status Committee in the determination as to whether or not the student will be permitted to continue in the DPT program should the student ever fail to meet the academic performance standards.

Course Transfers and Waivers

Normally, neither transfer credits nor course waivers are offered as part of the DPT curriculum. If a student believes that there are sound reasons for an exception to this rule, he or she may request such transfer or waiver. The Academic Status Committee, in consultation with relevant faculty, will review all such requests. Any request should be made at least eight weeks before the start of the semester in which the course is offered.

Course Remediation & Retakes of Examinations within a Course

If course instructors choose to offer re-examinations, the conditions for such reassessment should be explicitly stated by the course coordinator in the course syllabus. Remediation is at the discretion of the individual instructor.

Continuous Enrollment/Registration

To remain in Academic Good Standing, a graduate student must maintain continuous enrollment (i.e., 1 or more credit hours for each semester) from the semester of matriculation through the semester of graduation. The departmental Student Services Coordinator will enroll newly admitted students for their first semester courses. Afterwards, each student is responsible for registering himself or herself for courses with general guidance provided by the DPT Program Director. A student must be appropriately registered for all identified courses and will not be permitted to attend a course for which he or she is not officially registered. A student who is not on the published grade list for a course may not receive a grade or credit for that course. Every student is advised to utilize Self-Service Banner to confirm billing and registration status, particularly when adding a course, dropping a course, or otherwise revising his or her roster. Each student is ultimately responsible for ensuring accurate registration. Please note that any student who is registered for a course, but does not attend will be billed for the course and will receive a final grade of “F” from the course coordinator.

The only exception for continuous enrollment/registration is for a student who has been granted an official leave of absence from the program. A student may request a leave of absence for any number of reasons. However, with the exception of a serious condition or situation, a student will not be granted more than four cumulative semesters of leave. Because DPT students must be enrolled in summer courses, the summer must be included in a leave of absence request if appropriate. Even though DPT students are enrolled in both summer sessions, the summer will be counted as one semester in a leave of absence request. Because of the “lock step” nature of the DPT curriculum, a leave of absence means that the student must wait a year to return and resume courses. In most instances this means that a student requesting an initial leave of absence will need to request 3 semesters of leave. The only exception would be if the request was made in the 3rd year of the
A leave of absence does not extend the time allotted toward degree completion. Specific details can be found at:

http://www.temple.edu/grad/forms/documents/Leave_of_Absence_15A.pdf

Grade Appeal

Only a final course grade may be appealed by the student. If the student’s academic performance results in either a grade of F or a third substandard final grade (below B-), he or she is automatically dismissed from the DPT program as per policy of the Graduate School and the Department of Physical Therapy. In such cases where dismissal from the program results from the receipt of a substandard grade, the appeal of the grade on behalf of the student can occur concurrently with the appeal for reinstatement back into Temple University. Regardless, student concerns connected to individual assignments such as examinations, term projects/papers, lab grades, etc., are to be handled between the individual course instructor (or course coordinator) and the student. Procedures are found within the Graduate Handbook.

Academic Review and Appeal for Reinstatement Procedures

Any student, who receive more than two grades below B- or one grade of F, will be automatically dismissed from the DPT program for substandard academic performance. The student will receive notification in writing by the Dean of the College of Health Professions and Social Work at the end of the academic semester. The student may also be informed of the dismissal verbally by either the instructor of record for the course or the Chair of the Academic Status Committee (ASC). While grades of B-, C+, and C carry academic credit, the grade of C- is not used to assess student performance in the curriculum and receipt of any such grades is an indication that the student has performed at a substandard academic level.

The student should also be aware that the lock-step nature of the professional program is such that the academic review and appeal process for reinstatement may not be completed within a timeframe that permits the student to proceed forward in the curriculum with his or her original cohort. Whenever possible, attempts will be made to complete the academic review and appeals process within a timeframe that keeps the student within his or her original cohort. If the student is able to secure reinstatement, but timeline circumstances prevent the student from maintaining a course sequence with his or her original cohort, the student will be assigned to the following cohort with clearly defined curricular modifications should any be necessary. Should the dismissal of the student from the DPT Program be the result from a failed clinical internship, a successful appeal by the student for reinstatement will result in the timely scheduling of an additional clinical internship by the Director of Clinical Education that fulfills the individual clinical course requirements.

When a student is dismissed from the DPT program for substandard academic performance, a mandatory and comprehensive review of academic performance of the student at the departmental level will commence. The academic review process begins as the Chair of the ASC contacts the student in question to set up a one-on-one meeting to provide a cursory review of student performance to date. During that meeting, the Chair of the ASC will specifically identify any areas of academic weakness of the student across the curriculum and also inform the student of various resources available to execute potential options moving forward, including university documents, faculty letters of academic support, the procedural chain, and timelines germane to the reinstatement process. A copy of the “Petition to the Graduate School or Graduate Board Student Appeals Committee” (Temple University Policy 02.29.12) form found at the Graduate School website:
In addition, the student will be informed as to the faculty make-up of the ASC and advised that if he or she decides to follow the appeals process, academic letters of support should not come from any of these individuals. Finally, the student will be counseled by the Chair of the ASC to meet directly with his or her individual faculty advisor to gain additional perspective relevant to academic performance. All academic advisors will receive an individual briefing by the Chair of the ASC prior to meeting with any advisee who has encountered academic difficulties that have lead to dismissal. Individual faculty advisors then have the discretion to assist the student with developing a reinstatement rationale or (if requested by the student) providing a letter of academic support.

For a student dismissed from the DPT program for substandard academic performance who has made the decision to pursue an appeal for reinstatement, he or she must complete and submit all necessary documentation (the reinstatement petition noted above as well as faculty letters of academic support) to the Chair of the ASC within one calendar year of the date of dismissal. After receipt of all required documentation, the Chair of the ASC will convene a meeting of members of the ASC in a timely manner with the mandate to perform a comprehensive academic review of student performance that will culminate in a recommendation to support or reject the reinstatement appeal by the student. The student will be given the opportunity to address all members of the ASC at this time should he or she chose to do so. The student should note that any recommendation by the ASC for reinstatement will include both specific recommendations designed to utilize all available University resources and a personalized curricular plan for any remaining coursework. The construction of such a curricular plan is at the discretion of the members of the ASC and may require the student to repeat any and all courses in which the student had received a previous grade of B- or below and may also include a specific performance standard for that student for any given course. The student should be aware that if reinstated to the DPT program, the student will be given only one opportunity per course to repeat that course and meet any performance standard to improve the original course grade (see Course Repetition for Credit).

The recommendation to either support or reject reinstatement of the student back into the DPT program (including any specific circumstances associated with the recommendation by the ASC to reinstate) will then be passed on to the entire faculty of the Department of Physical Therapy for additional review and a vote to either support or reject the student’s appeal for reinstatement. The Department Chair will complete the departmental academic review process of the student and pass along a final recommendation regarding reinstatement of the student back into the DPT Program along with all required documentation to the Associate Dean of Academic Affairs. The Associate Dean of Academic Affairs and/or Dean will then make a decision to accept or reject the appeal for reinstatement which is then sent to the Graduate School. The Dean of the Graduate School reviews the petition for reinstatement and renders a final decision. Official notice of dismissal or reinstatement is sent to the student by the Dean of the College. As per graduate school policy, in the event that the reinstatement appeal is denied, the student has the right to appeal the decision based on procedural grounds only. (Temple University Policy - 02.29.14 http://www.temple.edu/grad/about/gradboard.htm).

**Grievance Procedures**

If a student who has been dismissed believes that the dismissal has been unfairly determined, that student may request a grievance hearing as specified by the CPH Graduate Student Handbook (https://cph.temple.edu/sites/chpsw/files/imce UPLOADS/Updated%20Grievance%20Procedures%20for %20CPH%202015.pdf). This grievance procedure is also open to any other student who believes that he or she has been unfairly treated by any member of the Department of Physical Therapy.
ACADEMIC INTEGRITY AND PROFESSIONALISM

Ethics and Academic Integrity

All students are expected to abide by the ethical norms and expectations for academic honesty as described below. Students should always reflect the behavior expected of a practicing physical therapist. As professionals, physical therapists’ first responsibility is to the fiduciary relationship with their patients and clients. Their behavior should never violate this trust.

Academic Integrity

Each student is expected to maintain the highest levels of academic integrity and honesty throughout the DPT program. The information contained in the Graduate School Policy on Academic Honesty, the Temple University Student Code of Conduct, the CPH Graduate Student Handbook, and the PT Statement on Academic Integrity and Professionalism can help the student to specifically identify the basis for academic dishonesty, penalties, and disciplinary procedures. Academic dishonesty includes plagiarism, violating the rules of an assignment, and cheating on examinations, including take home examinations. At the minimum, the penalty for plagiarism, violating the rules of an assignment, or cheating on an examination is a grade of “F” on the examination or assignment. In addition, the violation may result in an “F” in the course and therefore, dismissal from the program. Faculty members can only be assured of the knowledge, ability, and skill of a student to safely and effectively provide physical therapist care through an honest appraisal process.

Excerpts from the Graduate School Policy on Academic Honesty:

Academic honesty and integrity constitute the root of the educational process at Temple University. Intellectual growth requires the development of independent thought and respect for the thoughts of others. To foster this independence and respect, plagiarism and academic cheating are prohibited.

Plagiarism is the unacknowledged use of another individual's ideas, words, labor, or assistance. All coursework submitted by a student, including papers, examinations, laboratory reports, and oral presentations, is expected to be the individual effort of the student presenting the work. When it is not, that assistance must be reported to the instructor. If the work involves the consultation of other resources such as journals, books, or other media, those resources must be cited in the appropriate style. All other borrowed material, such as suggestions for organization, ideas, or actual language, must also be cited. Failure to cite any borrowed material, including information from the internet, constitutes plagiarism.

Academic cheating results when the general rules of academic work or the specific rules of individual courses are broken. Examples of cheating includes falsifying data; submitting, without the instructor's approval, work in one course done for another; helping others to plagiarize or cheat from one's own or another's work; or performing another person's work.

The penalty for academic dishonesty can vary from a reprimand and receiving a failing grade for a particular assignment, to a failing grade in the course, to suspension or expulsion from the University. The penalty varies with the nature of the offense. Students who believe that they have been unfairly accused may appeal through their school/college's academic grievance procedure and, ultimately, to the Graduate Board if academic dismissal has occurred.
Excerpts from the **Temple University Student Code of Conduct**:

Temple University is a community of scholars in which freedom of inquiry and freedom of expression are valued. Important aspects of attending the University as a student are having respect for the rights of others in the community, conducting oneself in a manner that is compatible with the University’s mission and taking responsibility for one’s actions. In addition to exhibiting appropriate maturity and self control, members of the University community are expected to conduct themselves in a manner in which they neither break laws nor cause mental, physical, or emotional harm to others.

To fulfill its functions of promoting and disseminating knowledge, the University has authority and responsibility for maintaining order and for taking appropriate action, including, without limitation, exclusion of those who disrupt the educational process. University authority should not be used merely to duplicate the function of general laws. Only when the University’s interests as an academic community are substantially involved should the special authority of the University be asserted.

Responsibility for the enforcement of the rules of the University rests with all the members of the Temple community: students, faculty and staff. University rules should serve as a guide for high personal standards. The individual student is responsible for:

- Fostering an environment conducive to continued intellectual and educational stimulation within the University free from harassment by other members of the community
- Fostering the maintenance of physical and mental health, the safety and welfare of each member of the community
- Respecting the rights of others

These general behavioral expectations and the Student Code of Conduct ("Code of Conduct") represent a reasonable regulation of student conduct, but the student should be as free as possible from imposed limitations that have no direct relevance to his/her education and to his/her obligations and responsibilities as a member of the University community.

The provisions of the Code of Conduct should be interpreted consistent with this philosophy, and in accordance with all recognized student rights and privileges.

**Code of Conduct**

A student is in violation of the Code of Conduct whenever the student commits, attempt to commit, aids, facilitates, or solicits the commission of, or acts in concert with others in bringing about the behavior or acts regulated or prohibited by any of the following:

- Academic dishonesty and impropriety, including plagiarism, fabrication and academic cheating. This includes helping, procuring or encouraging another person to engage in academic misconduct
- Interfering with or disrupting the conduct of classes or any other normal or regular activities of the University

There are a total of 42 actionable items listed.

Should the University Disciplinary Committee (UDC) determine that a violation of the Temple University Code of Conduct has occurred; the student is subject to any of the following sanctions – alone or in combinations:

- Letter of reprimand
- Withdrawal of student social privileges
As a student enrolled in a program of professional study within the CPH, the student is expected to abide by standards of professional conduct. Applicants and matriculated students should contact their dean’s office to review school/college policies. Each student should also contact his or her graduate advisor to review current requirements. This request for explicit contact between student and graduate advisor is necessary because some programs impose more stringent requirements than those set by the Graduate Board and the Graduate School. A complete listing of Graduate School policies and procedures related to professional behavior can help guide the student should difficulties arise.

The penalty for plagiarism or violating the rules of an assignment or cheating on an examination is, at a minimum, the assignment of an “F” grade. In addition, engagement in the act of plagiarism may result in an “F” grade for the course, dismissal from the program, and/or referral to the UDC.

Issues of academic dishonesty or violations of the code of conduct should first be addressed between the faculty member and the student. The Departmental Chairperson may become involved at the request of either the faculty member or the student. If the Chairperson is unable to successfully resolve the situation between the faculty member and the student, the Chairperson has the prerogative to call for the meeting of the departmental Professional Development Committee [PDC]. Should the involvement of the PDC fail to resolve the issue at this level, the student, faculty member, the Departmental Chairperson, or the Chairperson of the PDC may choose to take the case forward to the Dean of the CPH.

The Dean may intercede directly at this point or convene a meeting of the UDC or exercise the prerogative to convene a CPH Academic Review Board (ARB) as deemed appropriate. The ARB hears those cases of academic dishonesty as it affects a final grade; unlike the UDC, it does not deal with suspensions, dismissals, or fines. Should the matter go before the ARB, the faculty member and the student shall provide the ARB with written accounts of the incident. All decision or recommendations should be made in writing within 10 working days.

Any appeal beyond the Dean is to be addressed to the Provost.

**Department of Physical Therapy Statement on Academic Integrity and Professionalism**

**Purpose:**

The Department of Physical Therapy Statement on Academic Integrity and Professionalism exists to assist Doctor of Physical Therapy students understand and manifest the highest standards of academic integrity, honesty, and professionalism in their interactions with patients, colleagues, faculty, students and administrators. All professionals and members of the academic community inherently adhere to these beliefs and remain intolerant of clear violations by other members.

**Expectations:**
A student accepting admission into the Temple University Doctor of Physical Therapy community takes on an obligation to promote the welfare of the program and assumes certain rights and responsibilities. Each individual member of this community is responsible for his or her own actions and is expected to respect the rights of others. The Temple University Doctor of Physical Therapy community affords every student certain rights that are essential to the educational mission of the university and its character. These rights include, but are not limited to:

- The right to have access to and participate in the academic and non-academic opportunities afforded by the University, subject to applicable standards or requirements.
- The right to freedom of thought and expression.
- The right to be free from discrimination on the basis of race, color, gender, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or non-disabled veteran.
- The right to fair University judicial process in the determination of accountability for conduct.

A student is also expected to exhibit responsible behavior regardless of time or place. Failure to do so may result in disciplinary action by the University. Responsible behavior is a standard of conduct that reflects higher expectations than may be prevalent outside the University community. Responsible behavior includes but is not limited to the following obligations:

- Refrain from activities that have an effect of or intent to interfere with the education, pursuit of knowledge, or fair evaluation of the performance of any student. Examples of such activities include but are not limited to the following definitions:
  
  - **Cheating**: The use or attempt to use unauthorized assistance, material, or study aids in examinations or other academic work or preventing, or attempting to prevent, another from using authorized assistance, material, or study aids. Example: using a cheat sheet in a quiz or exam, altering a graded exam and resubmitting it for a better grade, etc.
  
  - **Plagiarism**: The use of the ideas, data, or language of another without specific or proper acknowledgment. Example: copying another person’s paper, article, or computer work and submitting it for an assignment, cloning someone else’s ideas without attribution, failing to use quotation marks where appropriate, etc.
  
  - **Fabrication**: The submission of contrived or altered information in any academic exercise. Example: making up data for an experiment, fudging data, citing nonexistent articles, contriving sources, etc.
  
  - **Multiple Submissions**: The submission, without prior permission, of any work already submitted to fulfill another academic requirement.
  
  - **Misrepresentation of Academic Records**: The misrepresentation of or the tampering with or an attempting to tamper with any portion of a student’s transcripts or academic record, either before or after coming to Temple University. Example: forging a change of grade slip, tampering with computer records, falsifying academic information on one’s resume, etc.
  
  - **Facilitating Academic Dishonesty**: The deliberate fabrication, sorting, manipulation, exclusion or resultant suppression of data or statistical testing in the classroom, laboratory, or clinic. Knowingly helping or attempting to help another violate any provision of the Code. Example: working together on a take-home exam, etc.
  
  - **Unfair Advantage**: An attempt to gain unauthorized advantage over fellow students in an academic exercise. Example: gaining or providing unauthorized access to examination materials, obstructing or interfering with another student’s efforts in an academic exercise, lying about a need for an extension for an exam or paper,
continuing to write even when time is up during an exam, destroying or keeping library materials for one’s own use, etc.

- To respect the health and safety of others. This includes threats of physical violence against another person (including sexual violence) and disorderly conduct. In addition, the possession of dangerous articles (such as firearms, explosive materials, etc.) on University property or at University events is prohibited without University authorization.
- To respect the right of fellow students to participate in university organizations and in relationships with other students without fear, threat, or acts of hazing.
- To refrain from conduct that infringes upon the rights of other students, employees and faculty. The University condemns hate speech, epithets, and racial, ethnic, sexual and religious slurs - whether written, electronic or oral. However, the content of student speech or expression is not by itself a basis for disciplinary actions; rather student speech may be subject to discipline when it violates applicable laws or University regulations or policies.
- To refrain from stealing, damaging, defacing, or misusing the property or facilities of the University or of others. This also prohibits the disruption of University computing services or interference with the rights of others to use computer resources.
- To be honest and truthful in dealings with the University about one’s own identity (e.g., name or Social Security number), and in the use of University and other identification.
- To comply with all contracts made with the University, such as Clinical Education Services contracts.
- To comply with policies and regulations of the University and its departments (e.g., the University's Guidelines on Open Expression, Anti-Hazing Regulations, Drug and Alcohol Policies, Sexual Harassment Policy, etc.).
- To comply with federal, state and local laws.
- To adopt and maintain the ethical standards consistent with the behaviors outlined in the Code of Ethics of the American Physical Therapy Association (see below).
- Adhere to Professional classroom/clinic/laboratory behavior that include, but are not limited to the following:
  - **Appearance**: Classroom appearance should be “casual comfortable” without discriminating or offending others on the basis of race, color, gender, sexual orientation, religion, national or ethnic origin, age, disability, or status as a disabled or non-disabled veteran. Laboratory attire should be appropriate to allow laboratory objectives to be met. Clinical appearance is based upon site policy. Business casual attire should be worn for all presentations. Business attire should be worn by the 3rd year students on their Presentation Day.
  - **Classroom**: Students should be punctual for all laboratories, lectures and presentations, both at the beginning of class and after breaks. This is a manifestation of professional behavior. Questions and comments should be made with a raised hand. Guest presenters should be treated with the same professionalism and attendance policies as course directors and instructors. Minimal disruption should occur if a student needs to leave the classroom or laboratory. Food and drinks are allowable in the classroom, however not in the clinic and laboratory.
  - **Test Behavior**: During an exam, eyes should be kept on the test paper. There will be no talking during an exam. Cell phones should be turned off or placed on vibrate. Hands should be raised for questions or when requesting a bathroom
break. Faculty members will individually decide on standard examination room behavior – for example, putting backpacks and coats in the back of the room, random row assignments with optional seating, etc. and will notify students of these behaviors prior to the examination. Faculty members are encouraged to occasionally walk around and observe the testing site.

- **Room Cleanliness**: Prior to leaving the laboratory or classroom, all linens, paper, equipment, food, and furniture should be correctly disposed of or stored. Elected class leaders are responsible for coordinating the disposition of a classroom at the conclusion of a session.

- **Infection Control**: Based upon the Joint Commission safety goals, hand washing and equipment cleaning should be performed between patient and/or contacts. This includes wiping down mats and equipment after patient and/or student the contacts.

**NOTE:** If a student is unsure whether his or her actions constitute a violation of the Code of Academic Integrity and Professionalism it is that student’s responsibility to consult with the instructor to clarify any ambiguities.

To assist the transition of new DPT students into a professional academic culture, the following activities will take place during the first two weeks of the first summer semester of the first professional year of the curriculum:

- Review [Graduate School Policy on Academic Honesty](#), the [Temple University Student Code of Conduct](#), the [CPH Graduate Student Handbook](#), the American Physical Therapy Association (APTA) Code of Ethics, and the Department of Physical Therapy Statement on Academic Integrity and Professionalism. Each student will sign that he or she has read and agrees to abide by these standards.

- The Chairperson of the Professional Development Committee (PDC) or a committee member will review, explain, and discuss the role of the Committee and its relationship to students in the DPT Program.

- Faculty members will give students explicit guideline regarding collaboration allowed in class projects, take home examinations, practical exams, etc. This activity will occur for each class.

- Faculty members may place the following signature statement on practical examinations, take home tests, and any other assignment where cooperative learning should NOT occur.

  “**I hereby state that I did not receive or give help for this exam.**”

- Faculty members will assign students to work in different groups for labs, assignments, discussions, projects, etc. These assignments will be changed frequently throughout the semester to encourage student interaction with many different classmates.
Professional Development Committee (PDC):

Purpose:

- The purpose of the Professional Development Committee (PDC) of the Department of Physical Therapy is to help foster and promote the development of professional behaviors in entry-level physical therapy students and to assist individuals who may experience difficulties within the structure of a formalized process of problem identification and solution management.

Membership:

- As appointed by the Chair of the Department of Physical Therapy, the Committee consists of three core faculty members for a one-year term with no limits as to the number of terms served. In addition, nine DPT students (three from each class) are nominated by the respective class president and determined by a vote of the faculty PDC members for a one-year term with no limits as to the number of terms served. The chair of the PDC shall be determined by the Department Chair.

Meeting Frequency:

Meetings are scheduled monthly.

Voting Rights:

Votes of all Committee members carry equal weight. During Summer II and Fall semester 1st Year Students maintain probationary status (full participation in discussions, but without voting rights.) Voting rights begin first year, spring term.

PDC Policies:

Responsibilities:

- The Faculty and Student Members of the PDC work together to foster the development of professional behaviors of the entry-level physical therapy students. On a yearly basis, the PDC will schedule and present to the first and second year DPT classes an inservice reviewing professional behavior and academic integrity.
- This Committee’s work is not only to monitor and address issues of poor professional behavior, but to work with students on development of professionalism in all settings including both the academic and clinical settings. The Committee is encouraged to develop educational programs related to professional behavior and professional interaction (i.e. resume writing, interview tools, and presentation skills, et al.)
- The Committee shall address issues of problem behaviors, and follow the guidelines established by this committee in the infraction sequence.
- The Committee chairperson will provide a report of the Committee’s actions at the monthly faculty meeting.
- Committee minutes, minus confidential material, will be circulated electronically to all faculty and student members.
- A yearly report will be developed by the PDC Chair and forwarded to the Department Chairperson.

Decision-Making:

- Discussions may be held by any number of members during committee meetings
- Recommendations must be voted upon by a quorum consisting of half of the members of the committee
PDC Procedures:

Infraction Sequence:

Overview: Students who demonstrate behaviors unbecoming of a professional may experience initial interventions through an “informal” procedure or proceed directly to the “formal” procedure. The determination as to which path is most appropriate for the behavior in question will be made on a case-by-case basis. Factors that influence this decision may include (but are not limited to); severity of the infraction, frequency of the observed behavior, the prevalence of the observed behavior, and professional development history of the individual in question.

Informal Procedure Prior to PDC Action:

- The individual receiving information regarding a potential infraction should maintain any documentation generated during the “informal” procedure for potential use in the “formal” procedure.
- The procedure may be initiated by faculty, administration, or fellow students. The initiating person will describe the behavioral issue to the Chair of the PDC. The Chair of the PDC may make the following recommendations based on the reported issue:
  
  The student’s faculty advisor will be made aware of the reported issue. The advisor or the Chair of the PDC will directly inform the individual demonstrating the behavior in question as to the explicit nature of the concern (event, location, context, time, etc.) and counsel the student. If resolved, the issue is put to rest. If unresolved, the faculty advisor will contact the Chair of the PDC who will initiate the “formal” procedure. Formal Procedure:

- The “formal” procedure follows the “1-way” sequence below, but does NOT have to include action taken at every level (i.e., infraction severity may warrant immediate dismissal):
  - Verbal warning: direct oral communication with the student regarding the infraction and the decision of the PDC will occur within one month of the reported infraction. The student will have the opportunity to explain their behavior to the members of the PDC. The action of the verbal warning will be documented in the PDC records.
  - Written Warning: Written notification will be given to a student in question by the Chair of the PDC. The notification will be generated by the committee after deliberation by the committee. A specific plan to address the behavior will be included in the warning as well as documentation of subsequent actions that will be taken if the behavior is not corrected. The student’s faculty advisor will be made aware of the warning. This written notification will be placed in the student’s departmental record.
  - Forwarding to Chair: If the “warnings” are ineffective the PDC Chair will discuss the behavioral issue with the Department Chair who will, at his/her discretion, initiate the Department/College/University disciplinary procedure.

Appeals Process to PDC Decision:

- Any student brought before the PDC is able to appeal any decision made by the Committee. The student must follow established guidelines for the appeals process.
- A written request to appeal the PDC decision must be give within one week of when the PDC made its decision.
  - The written documentation must include a description of why the student is requesting the appeal.
This written request will generate a meeting between the Chair of the PDC and the student.

If unresolved, this will generate a meeting between the Chair of the PDC, Chair of the Department of Physical Therapy and the student. The Chair of the Department of Physical Therapy may determine that action beyond the department is warranted given the severity of the infraction and existing University policy.
The American Physical Therapy Association
Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17;
HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27;
Initial HOD 06-73-13-24] [Standard]

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

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

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

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

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

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals.
(Core Values: Compassion, Integrity)
1A. Physical therapists shall act in a respectful manner toward each person regardless of age,
gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation,
health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against
others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and
needs of patients/clients.
(Core Values: Altruism, Compassion, Professional Duty)
2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.

2B. Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

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

3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient’s/client’s best interest in all practice settings.

3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.

3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

**Principle #4:** Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public. (Core Value: Integrity)

4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

4C. Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.
4F. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

Principle #5: Physical therapists shall fulfill their legal and professional obligations.
(Core Values: Professional Duty, Accountability)

5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.

5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

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

6A. Physical therapists shall achieve and maintain professional competence.

6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

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

7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

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

8A. Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.
Campus Security

Temple University police officers have a high level of visibility on campus, which helps create a strong connection with the community. Linked through our state-of-the-art communication center, our officers patrol campuses 24 hours a day – on foot, in cars, and on bicycles.

On foot, officers get an up close view of the people and activities on campus. In police cars, officers can respond quickly to an event anywhere on their beat.

The bicycle patrol has the best of both worlds. These officers maintain a friendly accessibility to students and others on campus. And they can move rapidly and with great agility to any area they are needed.

Campus police can be contacted by dialing 215-204-1234 (or 1-1234 from a university phone).

Since we are located on an urban campus, students are advised not to walk alone at night. Escort services are available around the clock. Students wishing to obtain an escort should call the campus police number. The faculty strongly advises students to take advantage of this service.

Each student will be issued a Temple University photo identification card. You are expected to have your ID with you at all times. If you lose your ID, report the loss to Campus Police located at the corner of Broad and Tioga Streets. You must have a valid ID to access resources such as the parking lots, library resources, etc.

Each building on campus has security guards at the entrances. All students, faculty, and staff should have their identification cards available for inspection. If you do not have your ID card, you will be asked to sign a register or obtain a temporary ID for entrance into the building.

Policy on Class Scheduling and Room Assignments

The DPT Program is part of a dynamic academic health science campus. The scheduling of classes and room assignments are challenges for every academic program and require administrative flexibility. All attempts are made to maintain a stable semester schedule. However, there may be times when class days or locations need to be changed. Students will be notified of any changes as far in advance as possible.

During each semester, attempts are made during the “master scheduling” process to afford students a four-day schedule. Because of resource availability (facilities, equipment, faculty, etc.) class times and locations may need to be moved to the un-scheduled day. Students will be notified of any changes as far in advance as possible.

Policy on Absences and/or Lateness

Attendance at laboratories, lectures and presentations (unless noted) are mandatory. The course director and course instructors should be notified in advance of planned absences. This includes student attendance at APTA’s educational meetings. If a student plans an absence, the student should
notify each relevant faculty member as early as possible of the planned absence. If the absence will be for more than one class session in any course, the student should obtain all relevant course materials and review them. Should the student have any questions after that time, the student is advised to contact the appropriate faculty member and be prepared to ask specific questions regarding points that remain unclear.

Every student is expected to attend all classes and participate in all group activities associated with class assignments. Only a notified absence or lateness will be permitted. By comparison, any absences or lateness without faculty notification are subject to penalty. Every faculty member is encouraged to monitor student attendance in class and therefore has been given the right to deduct points from the overall point value accumulated by a student over that duration of the semester. However, the faculty member must operate within the terms of any attendance or professional behavior policies identified by the course coordinator in advance and documented within the course syllabus. When an absence is unavoidable, the student should contact the departmental secretary at 215-707-4815 and the appropriate faculty member via email, in accordance with professional courtesy. Students may also contact classmates to notify them of an unexpected lateness or absence and ask that the information be conveyed to the instructor.

NOTE: All first and second year students are required to attend the Fall Presentation Day when the third year students present the results of their research systematic reviews. Third year students are required to wear business attire. Other students are required to wear business casual attire.

Policy on e-mail use

Every student is required to obtain and use a Temple e-mail address. Because faculty members use these addresses to convey important information, every student should check his or her Temple email account at least daily during the semester. After admission to the DPT program, you will be assigned a “tua” Temple e-mail. The letters “tua” are followed by several numbers. To facilitate communication and recognition by faculty and other students, you will be required to convert this “tua” e-mail address to one that contains some semblance of your name (preferably “first name.last name@temple.edu”).

Please Note: You should have a period (.) between your first and last name.

The following procedure can be used so that your first name and last name will appear on e-mail addresses. You will create an alias so that your e-mail alias will be your “first name.last name@temple.edu”.

Steps to Obtain Proper e-mail Formatting:

1. Update your listing in the Temple University Cherry and White Pages.
2. Click on UPDATE YOUR ENTRY
3. Click on the circle for e-mail Alias 1
4. In the box for e-mail Alias 1: type your first name.last name. Please be sure to put the “.” Between your first and last name.
5. Click on SUBMIT When you click on SUBMIT, it will take you to another page.
6. Type in your AccessNet Password in the box provided
7. Click on Commit Changes. When you click on Commit Changes, it will take you to another page that states that your Directory entry has been updated and a confirmation will be sent to your account
8. Exit the Browser because you are finished.
9. You should now receive messages with your firstname.lastname in the heading rather than the tua xxx.
Policy on Mailboxes

All students have a physical mailbox on the sixth floor of Jones Hall - Room #613. Because faculty members use these mailboxes to convey important information and return assignments, students should check their mailboxes at least daily during the academic semester.

Policy on Cell Phone Use

Cell phones and other electronic devices are allowed in class. However, the following conditions are in effect:

- All devices are to be set to a silent/vibrate mode at all times during all class activities.
- Students and faculty members should leave class to answer calls and pages only when they are believed to be of an urgent nature.
- If a student is expecting a call of an urgent nature, the student has the responsibility to notify the faculty member at the start of class of the potential for a disruption.
- If a faculty is expecting a call of an urgent nature, the faculty member will inform the class of the potential of a disruption.
- Any student who receives a call or page with sound, without prior notification, may be asked to leave the class.
- Any student who receives a call or page with sound, without prior notification, during an examination may be asked to turn in all testing materials immediately and leave class.

Policies for Clinical Education

The Director(s) of Clinical Education will provide you with a Clinical Education Student Handbook. This handbook will explain all the requirements, policies and procedures necessary to plan and execute successful clinical internships.

Policy on Authorship for DPT Projects

1. Review of authorship principles, as well as a range of published guidelines, will be included in the course work in Critical Inquiry.

2. Faculty will use specific published professional, scientific, or educational documents on authorship to establish authorship for the DPT projects. The published guidelines should include the following principles:
   a. Authorship should reflect the work done to complete the project, including intellectual effort, data collection, presentation, and publication
   b. There should be agreement on a clearly specified method for determining authorship before the work is completed.

Policy on Patient Privacy

1. All patients have a right to privacy. Specific privacy rights are specified in the Health Information Portability and Accountability Act (HIPAA). All DPT students will be enrolled in and must complete the Temple University “We Comply” Human Resource training. Students must retain the certificate of completion since it may be required by some internship sites for proof of education.
2. All students in the program are expected to honor these rights in their conduct in both didactic and clinical portions of the program.

3. All documentation about patients provided in classroom assignments and activities must completely hide the identity of the patient. This means not using a patient’s first or last name or any other data that would make it possible to identify the patient.

4. Any data collected at clinical sites for these activities shall be collected in a manner consistent with the policies of the health care facility.

5. Generation or use of patient data at health care facilities in the conduct of any didactic or clinical activities shall be consistent with HIPAA regulations and facility policies.

Role of Faculty Resources

Each student is provided a faculty member as an advisor. Faculty can provide information to aid students in finding resources to deal with academic and personal issues, as well a career planning. Students are advised to contact their faculty advisor at least twice a semester to discuss academic status or other areas of concern or interest. At the beginning of the Fall semester of each year, the student will complete the “Generic Ability Self Assessment” and review it with their faculty advisor. This will help the student and advisor “chart” the student’s progress in attaining entry-level behaviors and skills.

Office Hours

All faculty members will notify students of available office hours through the course syllabus or on the course Blackboard site. In addition to the posted office hours, the PT faculty members are generally readily available for consultation with students. All students are requested to make appointments for their meetings with faculty. If no students have requested an appointment 24 hours before posted hours, the faculty may be engaged in other activities. If any student has difficulty finding access to faculty, the student should contact the DPT Program Director or the Department Chairperson.

Role of the Student in Program Evaluation and Activities

Student involvement in the on-going assessment process designed to improve the quality of the DPT program is strongly encouraged by the faculty, administration, and staff of the department and university. The methods by which a student may have input into program review may occur in various forms including, but are not limited to the following:

Electronic Student Feedback Forms (eSFF)

Faculty members and administrators value individual student feedback for every course. Temple University uses a standardized course evaluation tool for all didactic courses. The student response forms for this tool are made available electronically during the last week of classes. In order for the evaluations to serve their purpose, students are asked to complete the evaluations honestly and objectively and in a confidential manner. The feedback data is anonymous. No data analysis from the forms will be shared with any faculty member until after grades have been issued.

Curricular Evaluations

Curricular evaluations associated with each and every semester of the professional program take place with every student expected to provide as assessment of each course within the context of the semester for compilation and analysis by departmental faculty members.
Student Initiated Group Discussions

Every student has the opportunity to participate in a discussion between members of their student cohort and at least two (2) members of the departmental administration (Chair, DPT Program Director, or Director(s) of Clinical Education) simultaneously at the request of the students to discuss academic issues. To do so, students are requested to meet as part of their cohorts and then have their class representatives (as a unit) approach any one of the above listed departmental administrators to inquire as to the feasibility to set up a group meeting. Once the student representatives have made initial contact with a departmental administrator, the administrator has the responsibility to bring in a second administrator to this initial meeting to provide objective balance into any interpretations that may result from these conversations.

The meeting between departmental administrators and students will focus on providing a distillation of the reasons for the meeting. The student representative will convey this information back to their classmates with the intent of scheduling a group meeting between all willing students and at least two (2) departmental administrators in the near future.

Doctor of Physical Therapy Student Association (DPTSA)

The purpose of the DPTSA is:

- To support the students of the Doctor of Physical Therapy program and extend its name and reputation as a club dedicated to the highest standards in the education of student physical therapists;
- To engage in activities that elevate and promote the study and practice of physical therapy and the highest standards of learning;
- To promote the highest ethical standards within the education and practice of physical therapy;
- To inform the community about various healthcare issues, including health education and wellness; and
- To recognize and comply with University policies.

All students enrolled the Temple University DPT program are automatically members of the DPTSA. Students are encouraged to frequently check the DPT Student Community found on Blackboard since important and interesting announcements and information are updated regularly. Students can choose to disenroll from the Student Community by notifying the DPTSA Faculty Liaison.

Compliances

Based upon national, state, and local compliance rules and federal post-9/11 legislation, most clinical internship sites require students to present compliance data prior to the first day of clinic.

The Doctor of Physical Therapy Program at Temple University utilizes American Data Bank http://www.americandatabank.com/home.aspx?AspxAutoDetectCookieSupport=1 to coordinate the collection and maintenance of the compliance data. Once the applicant is admitted to the Program, the student is encouraged to enroll with American Data Bank and provide the required compliance data. The data list is monitored by the Director(s) of Clinical Education. No internships will be scheduled until the student fully meets the compliance standards.

The standards are as follows:

- On a yearly basis, the student must provide proof of compliance with cardiopulmonary resuscitation certification, first aid certification, two-step PPD, and general health via a physical form signed by a physician, nurse practitioner or physician’s assistant.
- One – time compliance requirements include the FBI criminal background check, Megan’s Law check, OIG (Medicare) check, drug screen and record of immunizations.
Compliance requirements are constantly being amended by the agencies involved. In addition, clinical internship sites have the right to require additional compliance data above what is required by the involved agencies.

Any costs associated with providing the required data is the student’s responsibility. For instance, if the student is found to be non-responsive to antibody testing for hepatitis, the student is required to obtain and pay any fees associated with the required 3-step immunization. If the student is non-responsive to the federal fingerprint check, the student is responsible for obtaining the social security trace and state clearances.
As a member of a profession and professional education program, I understand the need for academic integrity and professional behavior.

I have received, reviewed, and internalized the content contained within the Department of Physical Therapy Doctor of Physical Therapy Student Handbook and the Code of Academic Integrity and Professionalism. I agree to conduct myself in the highest standards of honesty and integrity expected in the classroom, laboratory, and clinical settings as part of my professional interactions.

I also understand and respect the purpose of the Professional Development Committee and agree to abide by its policies, procedures.

This notification will be placed in my student file.

Name: _________________________________________________

Signature: ____________________________________________

Date: _________________________________________________

Cohort Year (Projected Graduation Date): ____________